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ABSTRACT

This bibliographic resource guide provides information on source, content and availability of project curricula and training materials developed for the Child Development Associate (CDA) program by CDA Pilot Projects and Head Start Supplementary Training/CDA programs. Materials cited reflect a variety of approaches to CDA training to meet the individual needs of persons interested in such a competency-based program: for program developers, an extensive listing of available training materials and aids; for staff in operational programs, supplementary materials in specific areas; and for newcomers to the field, extensive background information on CDA training content, requirements and methods. The guide consists of four sections: (1) a descriptive bibliography of 162 items, comprising the bulk of the volume, (2) a glossary, (3) a subject index and (4) a publishers index. The bibliography relates the materials to CDA competency and training requirements, through a descriptive key and narrative for each document. Information on supplementary media materials is included. (BF)

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HSST-CDA

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A
Descriptive Guide To
CDA
Training Materials

PS 009517

A
DESCRIPTIVE GUIDE TO
CDA
TRAINING MATERIALS

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June, 1976

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PREFACE

This publication, A Descriptive Guide to CDA Training Materials, has been developed by University Research Corporation to assist HSST/CDA programs in the implementation of CDA program requirements and to facilitate training of teachers and other staff working with children in Head Start classrooms, day care centers, nursery schools, and other child care settings.

The materials reviewed and described in this document were collected by URC from CDA Pilot Projects and HSST/CDA programs being conducted by colleges and universities throughout the ten (10) OCD regions and the Indian and Migrant Program Division.

This publication has been developed by URC to inform CDA program staff of current curriculum and training materials and resources and to provide information regarding the content and availability of these sources.

The implementation of quality CDA training programs requires an enormous design and development effort of both materials and training procedures. It is hoped that by providing information concerning available materials, much work in individual projects can be reduced.

We trust that this document and the materials described in it will serve as useful resources to CDA programs and staffs.

Acknowledgements:

The materials described in this publication represent the products of many people working together in CDA Pilot Projects and HSST/CDA programs. We are grateful for their consideration in sharing their materials and ideas with others.

We wish to also acknowledge the consultation and assistance of members of the project curriculum Advisory Group who advised us concerning the design of this document. Much assistance was also rendered by staff of the national and regional offices of the Office of Child Development in the identification and collection of materials.

Finally, we wish to acknowledge the support and assistance of the URC project staff members, Warren Kinsman, William Barse, and Laura Battey in the collection of training materials for this Guide. We would also like to thank Catherine Kernen and Carolyn Davis for editing; H. Gene Wall, for design assistance; and Madeleine Brown, Rosalyn Levy, Bob Lindsay, Jackie Reid, and Beverly Ricker for production assistance.

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INTRODUCTION

The CDA Program is a national project sponsored by the Office of Child Development/Office of Human Development, of the U.S. Department of Health, Education and Welfare. The program has been established to train, assess, and provide a professional credential to primary caregivers presently working with, or who wish to work with young children in a child care program or setting.

Basic to CDA training is the concept of "demonstrated competence." CDA candidates are required to demonstrate their competence in six designated competency areas. Thus, emphasis in CDA training is not only on the process of training, but also on the content for training. CDA training requires a training methodology which incorporates procedures for demonstrating competence, and program content which is based on the six CDA competency areas.

Purpose of this Guide

Since the beginning of the CDA training effort in 1973, training programs have been involved not only in the implementation of competency-based training methodology, but also in the development of curriculum based on the CDA competencies. In many cases these operations have occurred simultaneously. The Office of Child Development, as part of its overall plan to provide technical and resource assistance to CDA projects, contracted with University Research Corporation to provide regional training workshops, technical assistance, and curriculum and materials development services.

The Guide is one of a sequence of audiovisual and training materials which have been developed by URC. The purpose of the Guide is to provide information concerning source, content, and availability of curriculum and resource materials which have been developed for CDA training by CDA Pilot Projects and HSST/CDA programs.

Methods and Procedures

In Spring 1975, a Curriculum Advisory Group comprised of OCD personnel, CDA consultants, and CDA Consortium personnel met with URC project staff to approve plans for this document. The Advisory Group established several recommendations for the Guide. First, it was agreed that the document would be comprised of CDA project curricula and training materials developed for CDA competency-based training. Second, it would provide a description of these materials in relation to the CDA competencies and training requirements through a descriptive key, descriptive narrative, and subject index. Finally, it would provide information concerning sources, availability and cost through a bibliographic entry and publishers' index.

Subsequently, URC staff in cooperation with National and Regional OCD personnel, solicited materials from the CDA Pilot Projects and HSST/CDA programs. In some cases materials were not available for inclusion in this Guide due to field testing, revision or rewriting. Some 162 individual documents were identified and collected. URC staff members then read the documents and prepared the descriptive information.

The materials which have been described in this publication reflect the individual and unique approach of projects to provide CDA training according to the needs of their candidates and programs. They have been shared by programs with the understanding that the readers of this document recognize that due to the developmental nature of the CDA training effort, training materials and procedures are in constant states of revision. It is possible that some changes have already been made in some of the materials in this publication. These materials have been shared with others to further the total CDA effort.

Many different styles, philosophies, and approaches to CDA training are presented in the Guide. This diversity of approaches enables programs to respond to different needs with the greatest flexibility. No suggestions or endorsement is therefore implied by URC or OCD concerning a particular set of materials. Rather, it is hoped that each person or program reviewing the materials will consider them in the light of individual preference or need.

This Guide can serve as a useful tool to many different persons interested in competency-based training. For program developers it provides an extensive listing of available training materials and aids. Staff in operational programs may wish to obtain supplementary materials in specific areas. Other persons new to the area of competency-based training will find much background information on CDA training content, requirements, and methods.

DESCRIPTIVE GUIDE FORMAT

This descriptive guide is divided into four sections which are schematically shown in Figure 1, page 6: A bibliography and descriptions of CDA training materials, in numerical order by document; a glossary of terms; a subject index; and a publishers' index.

Section I: CDA Training Materials

The CDA training materials are referred to as "documents," and are classified either as curriculum guides or supplementary resource materials. The curriculum guides are variously titled educational packages, instructional booklets, learning packages, modules, etc. Supplementary resource materials include bibliographies, checklists, guides, and handbooks. The documents are consecutively numbered and listed by publisher.

Section II: Glossary of Terms

Following the descriptive listing of the CDA documents is the glossary of terms, which includes terms and definitions used in the documents (e.g., post-assessment, trainee), or used to describe them, (e.g., modules, packages).

Section III: Subject Index

The subject index includes a listing of major subject areas referred to in the documents or applicable to content in the documents. Included are the CDA competency areas, functional areas, curriculum topics (dramatic play, art, science), and process topics (scheduling, planning, etc.).

Section IV: Publishers' Index

The publishers' index includes an alphabetical listing of publishers of the documents listed by institution with contact person, address, cost, and other ordering information.

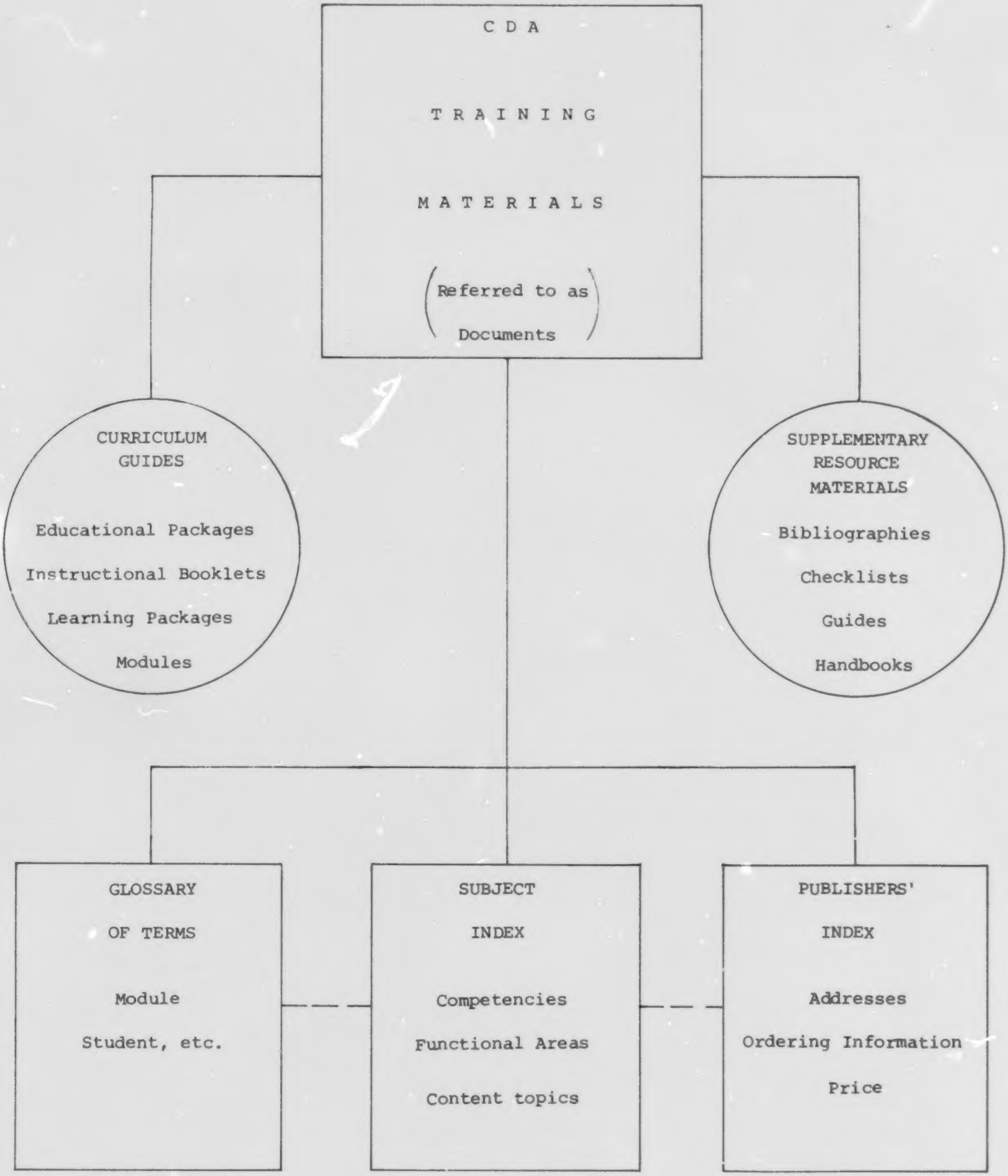
C D A
T R A I N I N G
M A T E R I A L S
(Referred to as Documents)
CURRICULUM GUIDES
Educational Packages
Instructional Booklets
Learning Packages
Modules
SUPPLEMENTARY RESOURCE MATERIALS
Bibliographies
Checklists
Guides
Handbooks
GLOSSARY OF TERMS
Module
Student, etc.
SUBJECT INDEX
Competencies
Functional Areas
Content topics
PUBLISHERS' INDEX
Addresses
Ordering Information
Price

Figure 1. DESCRIPTIVE GUIDE FORMAT

DESCRIPTIVE INFORMATION PROVIDED FOR EACH DOCUMENT

This descriptive guide has been designed to provide maximum usefulness to persons seeking information on CDA training materials. Descriptive information for each document is provided through four elements: A *Document Key*, consisting of information on competency areas focused on CDA training guidelines provided for and document format; a *Bibliographic Entry*, including pricing information; a *Subject Index*; and a *Descriptive Narrative* of the cited materials.

Document Key

The descriptive document key (see Figure 2) provides information concerning:

A) *Competency Area and/or Personal Capacities*. The symbol (x) indicates the area(s) focused on in the document; the symbol (xx) is used when one area receives greater emphasis than another.

B) *Provision for CDA Training Guidelines*. The symbol (x) indicates that there is provision in the document for individualization of content, integration of academic content and field experience, and for ongoing assessment. An "E" added in the assessment column indicates that only exit assessment is included. An (x) in the Portfolio Documentation column indicates that learning activities require the production of applicable materials.

C) *Breadth of Material and Format*. An (x) in the Bibliography column indicates that a bibliography is included in the document. The following symbols in the Media Materials column indicate the type of supplementary media materials used with the document:

AC = audio cassette
AT = audio tape
F = film
FS = filmstrip
OP = overhead projector
R = record
S = slides
ST = slide/tape
VC = video cassette
VT = videotape

The Format column is used to designate the breadth of material included in the curriculum guides:

I = Instructions only. (The document contains information on how the student is to proceed and where to obtain content information.)

ISC = Instructions, some content. (Although some content is included, the student is referred to additional sources.)

C = Comprehensive. (The document contains all necessary materials.)

When the Format column is left blank, it indicates that the document is supplementary resource material. If applicable, the type of resource material will be printed next to the column; i.e., "Handbook."

Bibliographic Entry

The second element, the bibliographic entry, is located to the left of the document key at the top of the page. Information entered includes the author, title, place of publication, publisher, date (if there is no date, n.d. is entered), number of pages, and pricing information. (If price is not known, n.p. is recorded.)

Subject Index

Immediately below the bibliographic entry is the subject index which is a listing of the major topics included in the document. These topics are also cross referenced in the subject index of the Guide, page 256.

Descriptive Narrative

The fourth element for each document, the descriptive narrative, then gives an overview of the contents of the document, going further into depth concerning the items on the document key and offering additional information regarding learning objectives, special forms, learning activities, and observation or assessment instruments.

DIRECTIONS FOR LOCATING DOCUMENTS

Documents can be located through the publisher listing in the table of contents. They can also be located through the publishers' index or the subject index.

To locate documents by publisher (or institution):

1) Turn to the publishers' index, (p. 266). Publishers are listed alphabetically,

2) Note the document numbers listed for each publisher,

3) Turn to the CDA training materials section where the documents are arranged in numerical order.

To locate documents by subject (competency area, etc.):

1) Turn to the subject index (p. 256) and find the desired topic,

2) The numbers listed by the topics are the document numbers,

3) Turn to the CDA training materials section where the documents are arranged in numerical order.

DIRECTIONS FOR USING THIS GUIDE

This descriptive guide has been designed to provide maximum usefulness to persons seeking information on CDA training materials. It contains three elements: a Document Key, consisting of information on competency areas; CDA training guidelines, format, and amount of materials available; a Bibliographic Entry, including pricing information; and a Descriptive Narrative of the cited materials. Materials can be located according to:

1) Publisher (institution) or

2) Subject (competency areas, etc.)

Once located, the descriptive Document Key (see Figure 2) provides additional information concerning:

A) Competency Area and/or Personal Capacities. The symbol (x) indicates the area(s) focused on in the document; the symbol (xx) is used when one area receives greater emphasis than another.

B) Provision for CDA Training Guidelines. The symbol (x) indicates that there is provision in the document for individualization of content, integration of academic content and field experience, and for ongoing assessment. An "E" added in the assessment column indicates that only exit assessment is included. An (x) in the Portfolio Documentation column indicates that learning activities require the production of applicable materials.

C) Breadth of Material and Format. An (x) in the Bibliography column indicates that additional information is available. The following symbols are applicable to the Media Materials column:

AC = audio cassettes
AT = audio tape
FS = Filmstrip
OP = Overhead projector
ST = Slide/tape
VC = Video cassettes
VT = Videotape

F = Films
R = Records
S = Slides

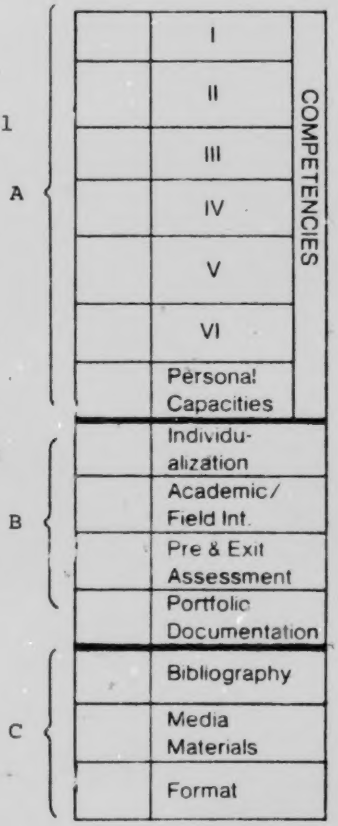

Figure 2.

DOCUMENT KEY

The Format column is used to designate the breadth of material included in the curriculum guides:

I = Instructions only. (The document contains information on how the student is to proceed and where to obtain content information.)

CDA TRAINING MATERIALS:
BIBLIOGRAPHY AND DESCRIPTIONS

	I	COMPETENCIES
x	II	
xx	III	
	IV	
xx	V	
	VI	
	Personal Capacities	
x	Individualization	
x	Academic/ Field Int.	
x E	Pre & [✓ Exit] Assessment	
x	Portfolio Documentation	
x	Bibliography	
F FS ST	Media Materials	
I	Format	

DOCUMENT 1.

Child Development Associate Pilot Project Staff. Dimension I: Child Care. Third printing. Columbia, South Carolina: Allen University, 1974, 11 pp. $2.00.

SUBJECT INDEX: Case study. Child development theory and principles. Community. Creative materials and activities. Evaluation of children. Home/Center. Individual strength. Observation of behavior. Parents. Physical. Planning. Recording of behavior. Self-concept.

DESCRIPTION: Allen University CDA pilot learning modules are referred to as Dimensions. The format of all modules is similar. Each pertains to the demonstration of one or more competencies within one or more of the six CDA competency areas. The student moves through different training levels, developing progressively more complex skills and achieving greater integration of knowledge and skills. Each Dimension lists competencies and provides learning activities, learning resources, and assessment criteria for each training level. No academic content is contained in the Dimensions.

Competency focus in Dimension I: Child Care is predominantly on "Building Positive Self-Concept and Individual Strength" and "Coordination of Home and Center Child-Rearing Practices and Expectations." Learning resources and activities for five training levels (A-E) are geared to helping the student apply the newly acquired child care knowledge to daily events and activities in centers for young children.

Readings and audiovisual materials move from a general knowledge of child development to individual child development in various settings: Handouts and films on "Characteristics of Children," "Speech and Language Development," and "Developmental Characteristics" are provided at Level A;"Observation Guides" and "Systems for Observation," at Level B. At Level C, the student progresses to "Case Study Examples," and "Rating Scales." "Child Rearing Practices" and "Parents and Teachers Together" are the subjects of Levels D and E.

The progression of learning activities is as follows:

1) Preparing a general taxonomy of child growth and development principles,

2) Making contacts and completing a documentation of community resources,

3) Compiling an annotated bibliography (continues at each level),

4) Relating child development principles to skill development in children,

5) Collecting case study data on a particular child in a field site center,

6) Preparing and conducting center activities with the subject of the case study,

7) Videotaping a session while working in a one-to-one relationship with the case study subject,

8) Preparing an in-depth case study of the same subject,

9) Participating in parent involvement activities, such as conducting a parent conference.

These activities are the subjects of the exit assessment processes at each level and are conducted jointly by the student and the project staff.

	I	COMPETENCIES
	II	
x	III	
x	IV	
x	V	
x	VI	
xx	Personal Capacities	
x	Individualization	
x	Academic/ Field Int.	
x E	Pre & [✓ Exit] Assessment	
x	Portfolio Documentation	
x	Bibliography	
F FS VT AC	Media Materials	
I	Format	

DOCUMENT 2.

Child Development Associate Pilot Project Staff. Dimension II: Human Relations. Second printing. Columbia, South Carolina: Allen University, 1974, 7 pp. $2.00.

SUBJECT INDEX: Blacks (videotape: male-female relationships). Communication. Group management. Guiding children. Home/Center. Individual strength. Interpersonal relationships. Parents (conferences). Self-concept. Self-evaluation. Social. Staff.

DESCRIPTION: The major focus of Dimension II: Human Relations is on the relationship of CDA personal capacities to the human relations components of the following competency areas:

1) III. "Building Positive Self-Concepts and Individual Strength,"

2) IV. "Positive Functioning of Children and Adults in a Group Environment,"

3) V. "Coordination of Home and Center Child-Rearing Practices and Expectation,"

4) VI. "Supplementary Responsibilities Related to Children's Programs."

The overall purposes are to facilitate:

1) The development of sensitivities toward self and others, and

2) The process of communication between self and others.

Students move through three levels of content and process--
Level A: The Self/Internal; Level B: Communication; and
Level C: Other/External.

Resource lists are comprehensive and include a range of special topics in the three content areas: self-psychology, teacher-effectiveness training, parent-effectiveness training, discipline, and the psychology of race. Extensive use is made of media materials, including two videotapes made by CDA/ETV at Allen for use with this Dimension (Ballard and Sparks: Child Development, and Ballard and Walker: Black Male-Black Female Relationships).

Learning activities involve the student in group discussions, lectures, role playing, individual sessions and communication facilitation sessions. Exit assessments include:

1) Responding in writing to questions based on the learning activities and learning resources,

2) Developing and presenting a transactional analysis skit, and

3) Making application of content and process to the operation of the student's own center.

x	I	COMPETENCIES
	II	
	III	
x	IV	
	V	
	VI	
x	Personal Capacities	
x	Individualization	
x	Academic/Field Int.	
x E	Pre & [✓ Exit] Assessment	
x	Portfolio Documentation	
x	Bibliography	
ST	Media Materials	
I	Format	

DOCUMENT 3.

Child Development Associate Pilot Project Staff. Dimension III: Modification of Environment. Third printing. Columbia, South Carolina: Allen University, 1974, 3 pp. $2.00

SUBJECT INDEX: Environment. Equipment. Furniture. Learning centers. Outdoor play. Room arrangement. Self-evaluation. Space.

DESCRIPTION: Dimension III: Modification of Environment consists of one unit which enables the student to integrate and interrelate Competency Area I, "Setting Up and Maintaining a Safe and Healthy Learning Environment," with Competency Area IV, "Positive Functioning of Children and Adults in a Group Environment."

Students explore textbooks, view an audiovisual presentation and several project demonstrations, and make direct application of principles and content to a field center situation. The progression of activities is:

1) Evaluating the physical layout,

2) Making lists of essential equipment and supplies for a learning center,

3) Analyzing the center's playground and making recommendations for improvement,

4) Preparing a blueprint (to scale) of the center's room arrangement and making recommendations for change, and

5) Shaping the center environment in new and innovative ways.

Assessment includes a discussion and analysis by the student and project staff of three videotapes taken of the student in three different field situations.

DOCUMENT 4.

Child Development Associate Pilot Project Staff. Dimension IV: Activity Planning/Selection of Materials. Third printing. Columbia, South Carolina: Allen University, 1974, 14 pp. $2.00.

x	I	COMPETENCIES
xx	II	
x	III	
x	IV	
	V	
	VI	
x	Personal Capacities	
x	Individualization	
x	Academic/ Field Int.	
E x	Pre & [✓ Exit] Assessment	
x	Portfolio Documentation	
x	Bibliography	
VT F FS AC ST	Media Materials	
I	Format	

SUBJECT INDEX: Art. Books. Cognitive. Creative. Creative materials and activities. Dance. Dramatic play. Environment. Finger plays. Flannel board. Group management. Individual strength. Language. Learning centers. Lesson plans. Manipulative materials. Mathematics. Music. Perceptual-motor development. Physical. Planning. Science. Self-concept. Self-evaluation. Sensory learning. Social studies. Space. Storytelling.

DESCRIPTION: Although the major focus of Dimension IV: Activity Planning/Selection of Materials is on "Advancing physical and intellectual competence," the progression of learning activities and resources serves to integrate components of "Establishing and Maintaining a Safe and Healthy Learning Environment," and the functional areas, "Group Management and Self-Concept."

Learning resource lists are extensive, and learning activities include visiting a supply house and a television studio, attending workshops on the use of audiovisual materials, discussion groups, making videotapes, and carrying out many activities with children in the field.

Assessments become progressively complex.

At Level A, the student is required to:

1) Construct weekly schedules involving art, science, music, outdoor play, free play, etc.,

2) Master the use of a number of audiovisual machines (duplicators, overhead projectors, opaque projectors, headphones, etc.), and

3) Plan activities encouraging perceptual-motor development.

At Level B, the student must:

1) Compile a list of manipulative materials and plan an activity using these materials, and

2) Analyze a videotape of oneself conducting various group activities: opening, large- and small-group activities, language development, etc.

Then, at Level C, students:

1) Plan a resource unit that demonstrates children's various abilities in math, science, and language,

2) Set up activities in each interest center to meet individual children's developmental and unique needs,

3) Evaluate children's books and records, and

4) Make and analyze videotapes of themselves in action--reading, telling stories, and conducting science and social studies activities.

At Level D, they are required to:

1) Plan one week's activities in art, music, drama and dance--listing goals, materials, possible outcomes, etc., and

2) Plan activities paced slightly ahead of children's operational levels.

Finally, at Level E, students must:

1) Create new, unusual, but safe, activities suitable for children,

2) Plan and carry out "peak experiences" with maximum involvement of fieldsite staff and children, and

3) Videotape and analyze one of the peak field experiences.

At each level, the student is also required to compile an annotated bibliography of resource materials.

x	I	COMPETENCIES
	II	
x	III	
	IV	
	V	
x	VI	
	Personal Capacities	
x	Individualization	
x	Academic/ Field Int.	
x E	Pre & [✓ Exit] Assessment	
x	Portfolio Documentation	
x	Bibliography	
	Media Materials	
I	Format	

DOCUMENT 5.

Child Development Associate Pilot Project Staff. *Dimension V: Child Assessment*. Third printing. Columbia, South Carolina: Allen University, 1974, 5 pp. $2.00.

SUBJECT INDEX: Art. Case study. Child development theory and principles. Cognitive. Emotions and feelings. Evaluation of children. Healthy. Individual differences. Individual strength. Observation of behavior. Physical. Planning. Record keeping. Self-concept. Social. Staff. Stages of development.

DESCRIPTION: *Dimension V: Child Assessment* is divided into five levels of competencies for assessment of children. Level A focuses on assessment of children's health. At the next level, the special needs of individual children are assessed against a background of norms of attainment for developmental stages. At this level, competencies related to making observations of growth and development (Competency Area VI) are combined with components of Competency Area III: "Building Positive Self-Concept and Individual Strength."

Level C is a continuation of emphasis on Competency III, in which the student becomes familiar with research on individual differences and demonstrates ability to interpret child behavior through an analysis of children's art, conversations with children, and viewing videotapes.

At the next level students concentrate on methods and techniques for helping enhance intellectual, emotional, physical, and social growth of children, concentrating more on Competency Area II. Finally, at Level E, the student engages with other fieldsite staff members in cooperatively planning activities to meet the needs of the particular group of children and to operationalize new knowledge and techniques from the general field of early childhood education. The emphasis here is on Competency Area VI in the functional area, "Staff."

Learning activities, resources and assessments are in keeping with the objectives at each level.

DOCUMENT 6.

Child Development Associate Pilot Project Staff. Dimension VI: Professional Development. Third printing. Columbia, South Carolina: Allen University, 1974, 7 pp. $2.00.

SUBJECT INDEX: Advocacy. Child development theory and principles. Community. Culture. Food preparation. Healthy. Parents(meetings). Scheduling. Sex Roles. Snacks. Social services. Staff.

DESCRIPTION: Geared specifically to competencies associated with supplementary responsibilities in children's programs, Dimension VI: Professional Development, encompasses five levels of competence with commensurate learning activities, resources, and assessments at each level.

As students spend time with fieldsite center directors and staff members in Level A, they become aware of management functions such as ordering supplies and equipment, scheduling, monitoring food and transportation services, meeting licensing requirements, determining staffing patterns, and planning and conducting parent meetings. A major objective for Level B is to develop an understanding of the role of the early childhood educator and gain an understanding of historical and current perspectives on early childhood curricula.

At advancing levels, the student participates in actual experiences related to the operation of the center's programs. Also required are ongoing dialogues with colleagues regarding current issues in fields related to child development such as nonstereotypic sex roles and changing career opportunities. Final concentration is on methods of implementing and improving early childhood programs.

Assessments include written and oral knowledge demonstration, evaluation of the annotated bibliography developed by the student at each level, verbal or written critiques of filmstrips, demonstrated ability to function in staff meetings, and demonstrated commitment to principles of child care.

	I	COMPETENCIES
	II	
	III	
	IV	
	V	
x	VI	
	Personal Capacities	
x	Individualization	
x	Academic/ Field Int.	
E x	Pre & [✓ Exit] Assessment	
x	Portfolio Documentation	
x	Bibliography	
AC FS R	Media Materials	
I	Format	

DOCUMENT 7.

Bone, H. and Hardy, S. Resources for CDA Training: A Bibliography. Columbia, South Carolina: Allen University, 1975, 30 pp. $2.00.

SUBJECT INDEX: Books. Supplementary resource materials.

DESCRIPTION: This document is a compilation of annotations of books, pamphlets, and handouts for each of the six dimensions in the Allen CDA program. A section follows with a listing of filmstrips and tapes, children's books available in the Allen Early Learning Center, and children's stories and films available in the Allen University Curriculum Lab.

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DOCUMENT 8.

Arkansas CDA Program. Guides to the Original Six Competency Areas. Beebe, Arkansas: Arkansas State University-Beebe, 1974, 22 pp. $.75.

SUBJECT INDEX: Self-evaluation. Supplementary resource materials.

DESCRIPTION: This guide was developed by the Arkansas CDA Program to assist Head Start CDA trainees in conducting self-pre-assessments and ongoing self-assessments in the basic CDA competency areas. It is a further delineation of the competency statements, including: definitions of some terms; checklists of activities, and questions to answer to facilitate understanding of a competency area or to serve as a focus for training.

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DOCUMENT 9.

Gingold, W. and Gingold, P. Programming for Children With Special Needs. Bemidji State University, Child Development Training Program, 1974, 25 pp. $3.00.

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SUBJECT INDEX: Children with special needs. Cognitive. Disadvantaged children. Evaluation of children. Functional teaching. Interviewing. Language. Observation of behavior. Physical. Psychoeducational evaluation. Q-sort. Recording of behavior. School readiness. Skill teaching. Social. Social/emotional competence. Stages of development. Testing instruments.

DESCRIPTION: The Children with Special Needs Component of the Child Development Training Program at Bemidji State University includes fourt learning packages. Three packages, #1, #2, and #4, are currently available. Programming for Children With Special Needs is the instructional booklet for Learning Package #1.

The focus of this learning package is on more effective programming in instructional areas through the evaluation and diagnosis of young children's functioning in certain developmental areas. Students learn to use both formal and informal tools to observe, interview, and evaluate young children. They gain experience in functional teaching in which there is a concentration on specific skill selection, skill components, and skill sequencing.

In addition to pre- and post-assessments, the instructional booklet includes behaviorally stated instructional objectives and detailed instructions for the completion of learning activities. Although there is some academic content included in the booklet, the student is referred to the text, Developmental Potential of the Pre-School Child by E. Haeussermann, and to the article, "Early Detection of Learning Problems: Questions, Cautions, and Guidelines," by B. Keogh and L. Becker.

Resource materials necessary for completion of the learning activities are:

1) A Q-sort of social/emotional competencies for school entrance,

2) Walker Readiness Tests for Disadvantaged Preschool Children, Test A and B,

3) Developmental Prototypic Curriculum--skill listings, and

4) Manual and test protocol: Psychoeducational Evaluation of the Pre-School Child, by Jedrysek, et al.

The Q-sort instrument is included in the instructional booklet.

DOCUMENT 10.

DeKrey, D. Management of Behavior. Minnesota: Bemidji State University, Child Development Training Program, 1974, 31 pp. $3.00.

SUBJECT INDEX: Behavior modification. Case study. Children with special needs. Evaluation of children. Group management. Learning theory. Reinforcement.

DESCRIPTION: This document is the instructional booklet for Learning Package Two of the Children with Special Needs Component of the Child Development Training Program at Bemidji State University. Grounded in the learning theory of B. F. Skinner, it introduces principles of behavior modification and techniques for working with children who have behavior problems. Activities are designed to help students judge when behaviors should be modified, apply reinforcement techniques, gain experience in charting a behavior baseline, and evaluate the effectiveness of the behavior modification method.

The author provides a rationale for the use of the Skinnerian model, states instructional and behavioral objectives, and details the learning activities. Suggestions are included for using the pre-assesssment activities in the individualization of learning materials. Post-assessment includes a final exercise in which the student uses the behavior modification principles to modify the maladaptive behavior of a child in his or her classroom. This exercise is monitored by the student's field coordinator.

An appendix includes case studies of successful applications of modification techniques and charting baselines of behavior. Supplemental materials necessary for the completion of the Learning Package are: the paperback book, Help! These Children are Driving Me Crazy, by R. D. Carter; paperback book, Living With Children, by Patterson & Guillion; and booklet, Managing Behavior #1, by R. V. Hall.

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DOCUMENT 11.

Marks, L. Functional Index of Referral and Rehabilitation Resources. Minnesota: Bemidji State University, Development Training Program, 1974, 70 pp. $3.00.

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SUBJECT INDEX: Advocacy. Children with special needs. Community. Handicapped children. Referral and rehabilitation. Social services. Supplementary resource materials.

DESCRIPTION: This Learning Package is the fourth in the Children With Special Needs Component of the Child Development Training Program at Bemidji State University. It is a comprehensive listing of referral and rehabilitation resources in the State of Minnesota for children with handicapped conditions.

The index is divided into three parts and seven appendices, with resources listed both alphabetically and topically (according to type of disability most often seen in Head Start youngsters). The document also provides information to facilitate the understanding and use of the resources such as referral procedures, staff expertise and fee policies. Appendices include a glossary of terms, a listing of professional organizations in the field of rehabilitation and a listing of family service agencies in the state.

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DOCUMENT 12.

D'Orazio, B., and Bishop, M. The Early Learning Climate. Minnesota: Bemidji State University, Child Development Training Program, 1972, 33 pp. $3.00.

SUBJECT INDEX: Diary. Environment. Evaluation of children. Group management. Language. Lesson plans. Manuscript writing. Observation of behavior. Psychological needs. Recording of behavior. Scheduling. Self-evaluation. Speech. Staff. Stages of development

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DESCRIPTION: The Early Learning Climate is the first of six learning packages comprising the Early Childhood Curriculum Component of the Child Development Training Program at Bemidji State University. It is used at Bemidji in connection with the three (quarter hour) credit course, "Practicum in the Nursery School."

Although the student is provided with an overview of teaching young children which touches on a number of CDA competency areas, the learning package content and activities focus on the following functional and competency areas: "Environment," Competency Area I; "Language," Competency Area II; and "Group Management," Competency Area IV.

Teaching techniques which are introduced concentrate on a number of "Personal Capacities," as does a self-evaluation pre-test.

The student in involved in separate but interrelated activities which include:

1) The use of observation techniques in the assessment and evaluation of the developmental levels and psychological needs of each individual child within the actual classroom setting,

2) The planning of suitable curriculum activities and the creation of a classroom environment to reflect the levels and needs which have been observed,

3) The implementation of learning activities in the classroom, and

4) The use of "Experience Evaluation Forms" in the evaluation of the effectiveness of the learning activities.

In addition to the above, the course requires that the student maintain a diary of 60 hours of teaching which is evaluated by the field coordinator and the practicum supervisor as part of the post-assessment. Post-assessment also includes on-site observation of the student's teaching.

All forms necessary for completion of the learning package are included in the instruction booklet as are three content articles: 1) "Speech and Language Development," 2) "A Developmental View of Preschool Children," and 3) "The Preschool Classroom Environment As Related to the Basic Needs of Children."

The student is also referred to required readings in the texts: Taylor, B. J. A Child Goes Forth; Engle, R. Language Motivating Experiences; and Wylie, J. A Creative Guide for Pre-school Teachers.

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DOCUMENT 13.

Charvat, S.J. Art in the Preschool. Third printing. Minnesota: Bemidji State University, Child Development Training Program, 1972, 45 pp. $3.00.

Accompanying media materials:

Filmstrips:

1)	Stages of Child Art Development	$12.00
2)	Materials and Activities	$12.00
3)	The Role of the Teacher The Results of Poor Teaching	$12.00

Audio Cassettes:

1)	Stages of Child Art Development Materials & Activities	$ 1.50
2)	The Role of the Teacher The Results of Poor Teaching	$ 1.50

Total price for the package is $42.00.

SUBJECT INDEX: Art. Clay. Creative. Creative materials and activities. Environment. Evaluating children. Fingerpainting. Guiding Children. Individual differences. Learning centers. Modeling materials. Planning. Recipes. Self-evaluation. Stages of development. Tempera painting.

DESCRIPTION: Art in the Preschool is the instructional booklet for Learning Package Two of the Early Childhood Curriculum Component.

The instructional booklet and media materials above include all essentials for learning package completion with the exception of the following textbook: Linderman, E.W. and Herberholz, D.W. Developing Artistic and Perceptual Awareness. Second edition. W.C. Brown Co., 1970.

The academic content of the learning package covers a wide range of topics, including developmental levels in children's art work, creative materials and tools suitable for young children, the preparation, care and distribution of art materials, setting up classroom art areas, planning art activities, and motivation for art. Attention is given to the role of the teacher in guiding children in art activities in order to facilitate expression rather than stifle their creative expression. The content is also completely integrated with field activities.

Part of the post-assessment of the course is a planned art activity which is done with the children and observed and evaluated by the field coordinator. The post-assessment also involves a final examination based on the text and filmstrip lectures.

Self-evaluation and child evaluation forms are included in the instructional booklet as well as: suggested art activities, an art activity planning sheet, a field coordinator checklist, art recipes, and a bibliographical list of related books.

DOCUMENT 14.

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Roth, M. Music for Young Children. Minnesota: Bemidji State University, Child Development Training Program, 1973, 80 pp. $3.00.

SUBJECT INDEX: Creative. Creative materials and activities. Dance. Finger plays, Games. Listening activities. Music. Musical instruments. Planning. Poetry. Rhythmic activities. Self-evaluation. Singing.

DESCRIPTION: The instructional booklet for Music for Young Children, is the third learning package of the Early Childhood Curriculum Component of the Child Development Training Program at Bemidji State University. A major objective of the learning package is for students to gain a basic comprehension of music as a curriculum area in programs for young children. Content includes the following topics:

1) Types of musical experience for young children,

2) The teacher's role in making music a creative experience for children,

3) Methods to broaden and stimulate young children's spontaneous rhythmic expression, and

4) The varieties of musical forms and methods for including them in the daily program.

The academic content is integrated with field experience by requiring students to plan and implement music activities in the classroom setting. Experiences are also provided for students to self-evaluate these activities. Pre- and post-assessments take the form of written responses to questions on the content in the instructional booklet and the student's use of music in the classroom. In addition, the post-assessment requires the student to plan and teach two musical activities which are observed and evaluated by the field coordinator.

Other resource materials included in the instructional booklet are:

- A list of songs for young children classified and categorized according to topics such as "animal, seasonal, funny," etc.,

- Poetry,

- Singing games,

- Finger plays,
- Rhythmic activities,
- Rhythm instruments (A listing, their use, how to make them),
- Ideas for dances, and
- A bibliography of books, records and films.

DOCUMENT 15.

Stittsworth, W. A. Motor Activities for Preschool Children. Second printing. Minnesota: Bemidji State University, Child Development Training Program, 1972, 78 pp. $3.00.

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SUBJECT INDEX: Body image. Creative. Creative dramatics. Evaluation of children. Handedness. Motor skills. Movement. Pantomime. Perceptual-motor development. Physical. Rhythmic activities. Self-evaluation. Singing. Stages of development. Testing instruments.

DESCRIPTION: This document comprises the fourth learning package of the Early Childhood Curriculum Component of the Child Development Training Program at Bemidji State University. All materials necessary for learning package completion are included. The student is also provided with a definition of terms associated with perceptual-motor development, guidelines for teaching, and a method for self-evaluating "Personal Capacities."

The content of the course is presented from a physical education perspective and focuses on motor skill development. Motor activities for children are grouped according to five areas of development: body image, space and direction, gross motor skills, fine motor skills and eye-motor skills. Although some of these activities are more appropriate for first-grade children, there are many activities to be found in the comprehensive lists under each area of development that are suitable for younger children.

One pre-assessment task required is the administration of the Alameda Unified School Motor-Fitness Evaluation Scale (Alameda Unified School District, Alameda, California) to children in the classroom setting in order to evaluate motor skill functioning. The student then must select appropriate motor activities to improve the children's motor skill development.

Learning assignments involve students in identifying activities in each developmental area, implementing the activities with children in the classroom, and evaluating the skill level of each child based on his or her performance during the activity. Two of these activities are observed and evaluated by the field coordinator as part of the post-assessment.

DOCUMENT 16.

Thomas, K. A. Creative Dramatics for Little Children. Third printing. Minnesota: Bemidji State University, Child Development Training Program, 1972, 86 pp. $3.00.

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SUBJECT INDEX: Creative. Creative dramatics. Creative materials and activities. Group management. Guiding children. Lesson plans. Listening activities. Movement. Musical instruments. Pantomime. Planning. Poetry. Rhythmic activities. Self-evaluation. Sensory learning. Speech. Stages of development. Storytelling.

DESCRIPTION: Creative Dramatics for Little Children is the instructional booklet for the fifth learning package of the Early Childhood Curriculum Component of the Child Development Training Program at Bemidji. It includes content pertaining to the methodology for teaching creative dramatics, an article by W. Ward, "Creative Drama and Its Objectives," a resource booklet, "Materials, Projects and Exercises in Creative Dramatics for Little Children," a glossary of terms, and an annotated bibliography as well as lesson planning forms. The student is referred to the textbook, Development Through Drama (Brian Way, Humanities Press, 1967) for additional and related reading and to the book, Poems Children Will Sit Still For (Beatrice Schenk deRegniers, Eva Moore and Mary Michaels White, Citation Press, 1969) as a resource for teaching.

Learning package objectives include:

1) A knowledge dimension:

   - The basic principles of creative dramatics,
   - The value of creative dramatics for the development of the child, and
   - The principles of creativity.

2) An attitudinal dimension:

   - Attitudes necessary for a teacher in encouraging creative expression, and
   - Self-evaluation.

3) An experiential dimension:

   - Guiding children in creative activities, and
   - Planning, and implementing lessions in creative dramatics.

Part of the post-assessment required is the planning, teaching and self-evaluation of a micro-lesson which is observed and evaluated by the student's field coordinator.

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DOCUMENT 17.

Bateman, G. and Christopherson, B.J. Children's Literature. Second printing. Minnesota: Bemidji State University, Child Development Training Program, 1972, 82 pp. $3.00.

SUBJECT INDEX: Books. Creative materials and activities. Environment. Guiding children. Language. Poetry. Psychological needs. Reading readiness. Speech. Stages of development. Storytelling.

DESCRIPTION: The sixth learning package, Children's Literature, concludes the Early Childhood Curriculum Component of the Child Development Training Program at Bemidji State University. In addition to the instructional booklet, materials needed to complete the learning package are:

1) Textbook: Arbuthnot, M.H. The Arbuthnot Anthology of Children's Literature.

2) World Book Encyclopedia: Section on "Literature for Children."

3) Filmstrip and audio tape: The Tale of Peter Rabbit, Weston Woods, Weston, Connecticut.

The instructional booklet contains the pre- and post-assessment, a study guide, and some content in relation to characteristics of children and implications for literature, the history of children's literature, types of children's literature, biographical sketches of children's illustrators, and children's books recommended for Head Start collections categorized according to topic (counting, animal, fantasy, etc.).

Learning activities include storytelling, selecting and evaluating books, reading to children, and relating literature to other activities such as creative dramatics, movement and language development. Setting up a classroom environment that is conducive to creating an interest in reading and books is also highlighted as well as the importance of the teacher's attitude.

In addition, knowledge objectives for the student encompass the historical development of children's literature, types of literature and the value of literature for young children. Post-assessment includes a written examination and on-site evaluations of content integration by the field coordinator.

DOCUMENT 18.

Montebello, R. A. Guide to School Health Programs.
Minnesota: Bemidji State University, Child Development
Training Program, 1974, 42 pp. $3.00.

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SUBJECT INDEX: Case study. Child development theory and principles. Children with special needs. Emotions and feelings. Environment. Evaluation of children. Healthy. Home/Center. Lesson plans. Observation of behavior. Record keeping. Safe. Self-concept. Self-evaluation. Staff.

DESCRIPTION: The Health, Nutrition and Safety Component of the Child Development Training Program at Bemidji State University is comprised of four learning packages. Guide to School Health Programs is the instructional booklet for the first package. Included in the booklet are:

1) Detailed directions for learning package completion,

2) Learning package objectives and activities,

3) A 100-item self-inventory covering health practices, attitudes and knowledge,

4) A sample health lesson geared to elementary-age children,

5) Resources for health instruction,

6) Content pertaining to:

    - Principles of growth and development

    - School health programs - description and components.

In addition to the instructional booklet the student is referred to the following materials for learning package completion:

1) School Health Guide For Use in Minnesota Schools, Minnesota Department of Health and Education, Sixth edition, 1973. (Contains specific information and forms necessary for completion of some activities.)

2) Filmstrips: How to Listen to Your Children
How to Get Your Children to Listen to You

3) Films: Looking at Children
If These Were Your Children (2 parts)
A World of the Right Size

Students self-select those learning activities from the twelve included in the instructional booklet that they feel will help them best reach the learning package objectives. The activities are entirely field-based and include: observing children, health screening, health record keeping, reporting to parents, assessing the classroom environment as it relates to physical and emotional well-being of children, adapting a sample lesson in health, and planning and implementing lessons dealing with children's feelings.

In a culminating activity, the student develops a health manual in cooperation with parents, administrators and other teachers in his or her own center. The post-assessment is an evaluation of the student's written reports of learning activities.

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DOCUMENT 19.

Lehmann, D. W. Safety In The Pre-School. Minnesota: Bemidji State University, Child Development Training Program, 1974, 112 pp. $3.00.

SUBJECT INDEX: Environment. Group management. Guiding children. Healthy. Incidental teaching. Safe. Self-evaluation. Social. Staff.

DESCRIPTION: Safety In The Pre-School is the instructional booklet for the second learning package in the Health, Nutrition and Safety Component of the Child Development Training Program at Bemidji State University. This booklet is self-contained, since the major content necessary for learning package completion is included. Supplementary materials found in the booklet's appendices are:

- An annotated listing of forty-five Agencies That Work for Safety,
- A self-test on "Misconceptions about Safety,"
- A list of "Legal-Liability Terminology" complete with definitions,
- Statistics on loss and fatalities from fire with specific directions and precautions,
- A "Home Fire Safety Check List,"
- A "School Safety Check List," and
- An "Accident Report Form."

Not included, but referred to is the booklet, Accident Facts, National Safety Council, 1973 edition.

Learning objectives are both content- and process-oriented. In the content area, students are expected to have knowledge about the following topics:

1) Accidents as a major health and social problem in the United States,

2) Accidents and safe behavior,

3) Accidents and the preschool child,

4) Safety education,

5) Liability and school accidents, and

6) Fires and natural disasters.

Study objectives are provided for each topic and learning activities include reading the content and making observations, citing examples and analyzing the data in relation to the content that has been presented.

Learning objectives in the process area focus on providing a safe school environment and in helping young children develop safe patterns of behavior. Activities include completing a safety and fire hazard survey, and the development of a "Safety Manual" for use by parents of the children in the student's own center. Students may also design alternative activities. In any case, a write-up of the content and process activities are evaluated for the learning package post-assessment.

DOCUMENT 20.

Hunt, M.A. Nutrition in Action in the Pre-School. Minnesota: Bemidji State University, Child Development Training Program, 1974, 149 pp. $3.00.

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SUBJECT INDEX: Cognitive. Cooking activities. Creative materials and activities. Field trips. Food preparation. Group management. Guiding children. Healthy. Home/Center. Individual differences. Language. Lesson plans. Mathematics. Meals. Nutrition. Parents (education). Planning. Recipes. Science. Self-concept. Self-evaluation. Sensory learning. Snacks. Social. Staff.

DESCRIPTION: Nutrition in Action in the Pre-School is the instructional booklet for the third learning package of the Health, Nutrition and Safety Component of the Child Development Training Program at Bemidji State University. Objectives for students include knowledge of the relationship between health and nutrition, the nutrients to be found in the basic food groups, the functions of nutrients in the body, and the relationship between food processing and nutritive content.

Objectives which pertain to the integration of academic content and field experiences are to help children in the student's center develop sound nutritional habits by:

- Planning and implementing food preparation activities with the children,
- Planning and implementing a nutrition program,
- Sharing information on the center's nutrition program and working with parents of the children in the center toward better nutrition, and
- Evaluating the food preparation activities according to the student's own performance and the children's involvement.

In the learning package students choose the learning activities that will best help them attain the course objectives. Some of these activities are:

- Working with children to prepare center meals,
- Integrating food preparation activities with other curriculum areas; i.e., language arts, numbers, and science,

- Conducting nutrition education discussion groups with parents, and

- Showing films concerning nutrition to children and/or parents.

These activities are summarized in writing on "Think-Through Activity Forms" which are included in the booklet.

Post-assessment includes:

- A written examination containing true-false and multiple choice items,

- An analysis of a typical week's center menu (written up on "Meal Charts" provided in the booklet),

- A plan for a three-week nutritionally sound menu reflecting an improvement on the above,

- A summary of three food preparation experiences with children, and

- An evaluation of the student's nutrition education methods (evaluation form included in the booklet).

Although some content appears in the instructional booklet, students are referred to the following supplementary materials for learning package completion: Project Head Start Booklets: #3: "Nutrition," #3A: "Food Buying Guide and Recipes," #3C: "Leader's Handbook," #3E: "Jenny is a Good Thing" (Film Leader's Discussion Guide), #3F: "Nutrition Education - Adventures in Learning" and Nutrition Source Book, National Dairy Council Publication; U.S. Department of Agriculture Home and Garden Bulletin No. 72: "Nutritive Value of Foods;" General Foods Products, "Your Chart of Food Values;" and a filmstrip available through the Cereal Institute, Inc., Chicago, Illinois: Alexander's Breakfast Secret.

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DOCUMENT 21.

Loeffler, A. P. Standard First Aid and Personal Safety. Minnesota: Bemidji State University, Child Development Training Program, 1974, 36 pp. $3.00.

SUBJECT INDEX: First aid. Safe.

DESCRIPTION: The fourth learning package of the Health, Nutrition and Safety Component of the Child Development Training Program at Bemidji State University is Standard First Aid and Personal Safety. This document is the instructional booklet for the learning package.

Unlike some of the other instructional booklets in the Bemidji series, there is no content included in the booklet. Students attend "institutes" where they observe demonstrations of such first aid procedures as artificial respiration, applying a tourniquet, etc., and where they demonstrate certain skills as part of the post-assessment. The following books are necessary for learning package completion:

Standard First Aid and Personal Safety, American Red Cross, (Paperback); Instructor's Manual for Standard First Aid and Personal Safety, American Red Cross; and Family Guide Emergency Health Care, Department of Health, Education and Welfare, (Paperback).

Learning objectives for the student are classified according to knowledge, skill, and behavior. Examples under each area are:

1) Knowledge

- First aid training,
- Causes, signs, and symptoms of certain physical conditions,
- Treatment and preventive measures in relation to shock, respiratory accidents, wounds, poisoning, choking, injuries, drugs, heat and cold exposure, burns, sudden illness, fractures, and sprains,
- Splinting, and
- Emergency rescue and transfer.

2) Skill

- Basic steps in carrying out specifics related to the topics above such as stretcher use, applying various bandages, etc.

3) Behavior

- Ability to effectively care for priority first aid needs and evaluate first aid needs,
- Ability to recognize hazardous situations and take effective steps to eliminate or reduce hazards,
- Ability to assist in first aid,
- Ability to identify and care for certain injuries, and
- Ability to determine need for rescue and assistance.

Learning activities are also included in the instructional booklet. These are of two types:

1) Reading and study in the three text books, and answering the self-tests included in the instructional booklet, and

2) Doing first aid activities with the children in the classroom, and summarizing these activities on the "Think Through Forms" included in the instructional booklet.

The author suggests that the student work through the classroom activities with the field coordinator. This suggestion seems important in the light of the fact that some of the suggested activities are geared to elementary-aged children and would need to be considered in relation to young children's fears and their stage of conceptual development.

Although the pre-assessment questions are included in the instruction booklet, the post-assessment examinations are not. The three post-examinations are:

1) A "practical" bandaging exam,

2) A multiple-choice "Medical Self-Help" exam, and

3) A "First Aid and Personal Safety" written exam.

Students receive Civil Defense medical self-help certification and a "Red Cross Standard First Aid Certificate" on successful completion of the above.

DOCUMENT 22.

Halcrow, J. Intra-personal Relations. Second printing. Minnesota: Bemidji State University, Child Development Training Program, 1973, 67 pp. $3.00.

SUBJECT INDEX: Emotions and feelings. Interpersonal relations. Self-evaluation. Social/emotional competence.

DESCRIPTION: Intra-personal Relations is the first of four learning packages which make up the Human Interaction Component of the Child Development Training Program at Bemidji State University. The focus of the package is on the student's self-awareness concerning feelings. Objectives include the ability to identify, listen to, report and accept one's own feelings.

The total learning package includes:

1) The instructional booklet,

2) 6 audio cassettes: Introduction,

Who are the Effective Helpers,

Handling Ourselves Rationally,

Discussion on Roger's Ideas,

Comb's Tape,

Relaxing and its Effects, and

3) Blank audio cassettes.

(Of these materials only the instructional booklet, listed above, is available for purchase.)

Learning package author, John Halcrow, is the narrator for most of the material on the audio cassettes, which include

- The philosophical framework for the learning package,
- Some of the theoretical formulations of Carl Rogers, Arthur Combs and Albert Ellis, and
- Instructions and exercises.

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x	Personal Capacities	
x	Individualization	
	Academic/ Field Int.	
	Pre & Exit Assessment	
	Portfolio Documentation	
	Bibliography	
AC	Media Materials	
ISC	Format	

The instructional booklet includes twenty-one resource articles, poetry, items and ideas representing the viewpoints of many different types of people.

The student works on the learning package objectives by listening and responding to the tapes and selected readings. Responses are either written or taped, and returned to the learning package author for feedback.

No attempt has been made by the author to structure an "objective" pre- and post-assessment. The suggestion is made, however, that evaluation be a joint endeavor with the field coordinator.

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x	Personal Capacities	
x	Individualization	
x	Academic/ Field Int.	
E x	Pre & [✓ Exit] Assessment	
x	Portfolio Documentation	
	Bibliography	
	Media Materials	
ISC	Format	

DOCUMENT 23.

Lauber, L. Interpersonal Relations. Second printing.
Minnesota: Bemidji State University, Child Development Training
Program, 1973, 22 pp. $3.00.

SUBJECT INDEX: Emotions and feelings. Interpersonal relationships. Self-evaluation. Social/emotional competence.

DESCRIPTION: The second package, Interpersonal Relations, of the Human Interaction Component of the Child Development Training Program at Bemidji State University includes:

1) An instructional booklet (above)

2) Five blank audio tapes

3) Two textbooks: I'm OK, You're OK, by Thomas Harris
The Transparent Self, by Sydney Jourard

Found in the instructional booklet are learning package objectives, instructions, learning activities, forms for completing learning activities and post-assessment materials.

Learning package objectives for the student are:

- An understanding of basic transactions in human relationships,
- An increased awareness of personal responses to stimulus behaviors and their impact on others,
- The ability to express personal thoughts and feelings, and
- An understanding of the positive use of self-disclosure.

Learning activities offer opportunities for the student to complete assigned reading in the two texts, make audio tapes of him- or herself, and others (student and child in the center, student and a staff person, field coordinator, etc.), analyze the audio tapes on "Tape Analysis Sheets," and self-administer a "Sharing Yourself" questionnaire. Post-assessment includes a re-administration of some of the learning activity instruments and the completion of an "objective" test.

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x	Personal Capacities	
	Individualization	
	Academic/ Field Int.	
x E	Pre & [✓ Exit] Assessment	
	Portfolio Documentation	
x	Bibliography	
AC	Media Materials	
ISC	Format	

DOCUMENT 24.

Nordlie, D. Inter-Group Relations. Second printing. Minnesota: Bemidji State University, Child Development Training Program, 1973, 55 pp. $3.00.

Accompanying media materials:

Audio cassettes:	1)	Minority, Majority Groups and Social Class, side one.	$1.50
	2)	Causes of Prejudice and Discrimination, side one.	$1.50
		Techniques in Reducing Prejudice and Discrimination, side two.	

SUBJECT INDEX: Blacks (Book). Community. Culture. Human development. Human resources. Self-concept. Self-evaluation. Social.

DESCRIPTION: Inter-Group Relations is the instructional booklet for the third learning package of the Human Interaction Component of the Child Development Training Program at Bemidji State University. In addition to the booklet and audio cassettes above, two additional books are necessary for learning package completion:

1) Griffin, J. H. Black Like Me. New York: Signet Books, 1962.

2) Liebow, E. Tally's Corner. Boston: Little Brown, 1967.

The content of the learning package is divided into five units:

1) "Minority Groups, Majority Groups, and Social Class,"

2) "The Nature of Prejudice and Discrimination,"

3) "The Causes of Prejudice and Discrimination,"

4) "Understanding Other Cultures," and

5) "Reducing Prejudice and Discrimination."

Objectives for the learning package require that the student demonstrate a basic knowledge of each content area.

The instructional booklet includes a study guide for each unit with instructions to the student, a summary of the content presented on the audio cassettes (for the first four units), reading assignments, application exercises and a list of resources.

Application exercises include writing reactions to the unit, analyzing the majority-minority structure in one's own community, self-assessing one's own prejudices, and investigating human relations organizations and resources in one's own community or area. Worksheets and response sheets are provided in the document. Upon completion of all exercises and assignments the student completes a final examination as a post-assessment.

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	Personal Capacities	
	Individualization	
x	Academic/ Field Int.	
	Pre & Exit Assessment	
	Portfolio Documentation	
x	Bibliography	
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DOCUMENT 25.

Parthun, P. Indian Culture. Second printing. Minnesota: Bemidji State University, Child Development Training Program, 1973, 75 pp. $3.00

Accompanying media materials:

Filmstrips:	1)	Des Jarlait and Morrison	$12.00
	2)	Sioux Peyote Ceremony	$12.00
Audio cassettes:	1)	Des Jarlait, side one Morrison, side two	$ 1.50
	2)	War Dance, side one Sioux Peyote Ceremony, side two	$ 1.50

SUBJECT INDEX: American Indians. Art. Culture. Dance. Home/ Center. Movement. Music. Musical Instruments. Perception. Religious development. Rhythmic activities. Singing. Values.

DESCRIPTION: Indian Culture is the fourth learning package of the Human Interaction Component of the Child Development Training Program at Bemidji State University. All necessary content for learning package completion is found in the instructional booklet and the supplementary materials listed above, with the exception of required reading in one additional textbook:

Deloria, Vine. Custer Died for Your Sins.

Content in the instructional booklet concerning the concept of culture is approached from an anthropological point of view, and is divided into four units: "Past and Present," "Values," "The Arts," and "Religion."

Student assignments are related to content in each unit and to the material on the filmstrips and audio cassettes. Attention is given to vocabulary words to be mastered within each unit, and a word study list is included at the end of the document. Methods are provided for applying content to work with children in field situations.

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	Individualization	
	Academic/ Field Int.	
	Pre & Exit Assessment	
	Portfolio Documentation	
	Bibliography	
	Media Materials	
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DOCUMENT 26.

Austad, C. Child Development: Theory and Principles.
Minnesota: Bemidji State University, Child Development Training Program, n.d., 122 pp. $3.00.

SUBJECT INDEX: Case study. Child development theory and principles. Cognitive. Creative. Defense mechanisms. Emotions and feelings. Evaluating children. Human development. Interpersonal relationships. Language. Mass media. Moral development. Motivation. Observation of behavior. Perception. Physical. Psychologial needs. Recording of behavior. Religious development. Self-concept. States of development.

DESCRIPTION: Child Development: Theory and Principles is the instructional booklet for both the first and second learning packages of the Psychological Foundations Component of the Child Development Training Program at Bemidji State University. All basic content for completion of the learning package is found in the booklet. It encompasses:

- The theories of Erickson, Freud, Maslow, Piaget and Sullivan,
- Developmental principles,
- Social and cultural factors in development,
- Physical and intellectual development, and
- Kohlberg's stages of moral development.

Behavioral objectives for the student are stated in the booklet, and involve:

1) Displaying comprehension in human growth and development as measured by an instructor-made examination,

2) Displaying proficiency in applying developmental principles in a written child development case study. This task also requires the student to make a comparison between actual observations of the child and normed charts on development found in the instructional booklet,

3) Interpreting behavior based on child development theories, and

4) Using statements showing knowledge of child development principles in an on-the-job interview after having been observed while working with young children.

Included is a student study guide.

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	Individualization	
x	Academic / Field Int.	
	Pre & Exit Assessment	
	Portfolio Documentation	
x	Bibliography	
	Media Materials	
ISC	Format	

DOCUMENT 27.

King, M. Learning Principles and Learning Disabilities. Second printing. Minnesota: Bemidji State University, Child Development Training Program, n.d., 66 pp. $3.00.

SUBJECT INDEX: Behavior modification. Children with special needs. Cognitive. Guiding children. Human development. Individual differences. Learning theory. Motivation. Perception. Reading readiness. Reinforcement. School readiness. Sensory learning. Skill teaching.

DESCRIPTION: Learning Principles and Learning Disabilities is the instructional booklet for the third and fourth learning packages of the Psychological Foundations Component of the Child Development Training Program at Bemidji State University. The booklet includes instructions for completing the learning packages, a statement of objectives, learning activities, and readiness lists for pre-kindergarten, kindergarten and first grade. The content includes basic learning concepts, learning principles, learning problems, and visual perception and its relationship to learning. Nine concept cards and directions for their use are included in an appendix, as is a glossary of terms.

Both instructional and behavioral objectives are stated in the booklet. The behavioral objectives cover the student's ability to discuss learning in terms of motivation, stimulus, and reinforcement; to apply motivational theory to specific cases; and to identify instances where negative reinforcement might facilitate behavior change. Instructional objectives focus on introducing basic concepts of learning theory, characteristic behavior/learning problems, learning styles, and providing students with experiences utilizing a multi-sensory approach.

In addition to the material in the instructional booklet, students are referred to two textbooks:

1) Mager, Robert. Analyzing Performance Problems, and

2) Charles, C. M. Educational Psychology: An Instructional Endeavor.

Learning activities are geared to reading in both textbooks. Students relate content from the Mager book to their field experiences with children by focusing on questions provided on "Activity Sheets" in the instructional booklet. Specific activities geared to materials in the Charles book focus on planning, teaching and learning. Students develop a paper on their own philosophy of discipline, are introduced to behavior modification, are observed by their field coordinator, do an interaction analysis of their teaching and take a written examination.

DOCUMENT 28.

DeKrey, D. H. Measurement and Evaluation. Second printing. Minnesota: Bemidji State University, Child Development Training Program, 1972, 25 pp. $3.00.

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	Portfolio Documentation	
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	Media Materials	
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SUBJECT INDEX: Educational measurement. Evaluation of children. Observation of behavior. Statistics. Testing instruments.

DESCRIPTION: The fifth and final package of the Psychological Foundations Component of the Child Development Training Program at Bemidji State University is Measurement and Evaluation. The above document is the instructional booklet for the package. Additional materials needed to complete the package are:

Textbooks: Nelson, Denny and Coladarci. Statistics for Teachers
Wandt and Brown. Essentials of Educational Evaluation
Stodola and Stordahl. Basic Educational Tests and Measurement

Key: Key to Problems in Statistics for Teachers

Manual: Vineland Social Maturity Scale.

The instructional booklet includes objectives, complete instructions for learning activities, a Vineland Social Maturity Scale answer sheet, two test service bulletins, and an index of statistical symbols, abbreviations and terms.

Content covers principles of measurement and application of educational measurement. Objectives for the student are stated separately for each topic and focus on:

- Increasing understanding and application of statistical concepts,
- Expanding vocabulary in statistical terminology,
- Increasing knowledge in the field of evaluation techniques, and
- Gaining experience in the application of statistical methods to classroom evaluation.

Learning activities encompass reading, working problems and answering textbook questions, and completing a final exercise correlating Vineland Social Maturity Scale test scores with chronological ages of selected children in the student's classroom. A final exercise outline is provided in the instructional booklet to assist the student in the process.

Learning objectives, also included in the instructional booklet, are performance-based in that the student is required to demonstrate a basic knowledge and understanding of content presented in each unit. Learning activities specify application of content to field situations; e.g., contacting a County Welfare Department to establish a working relationship for recruitment of children, conducting a family interview, providing for services, etc. A final evaluation requires that the student complete a self-evaluation of one of his or her recorded interviews.

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x	Academic/Field Int.	
x E	Pre & [✓ Exit] Assessment	
x	Portfolio Documentation	
	Bibliography	
AC	Media Materials	
ISC	Format	

DOCUMENT 29.

Johnson, L. Information Gathering Skills. Minnesota: Bemidji State University, Child Development Training Program, 1972, 36 pp. $3.00.

Accompanying media materials:

Audio cassettes:	1)	Recruitment of Children, side one Do's and Don't's of Interviewing, side two	$1.50
	2)	The Supportive Technique of Interviewing, side one	$1.50
	3)	The Family, side one Understanding the Value of Keeping Records, side two	$1.50

SUBJECT INDEX: Case study. Culture. Home/Center. Interpersonal relationships. Interviewing. Motivation. Parents. Planning. Record keeping. Self-evaluation. Social services. Values.

DESCRIPTION: Information Gathering Skills is the first learning package of the Social Service Component of the Child Development Training Program at Bemidji State University. The instructional booklet and audio cassettes listed above complete the learning package with the exception of one textbook: Garrett, Annette. Interviewing: Its Principles and Methods. New York: Family Service Association of America, 1959.

Content presented on the audio cassettes and in the textbook focuses on principles of interviewing, gathering information and recording service plans, and is divided into six units:

1) Recruitment of Children (on audio cassette),

2) The "Do's and Don't's" of Interviewing (audio cassette),

3) "Interviewing: Its Principles and Methods" (in textbook),

4) The Supportive Technique of Interviewing (audio cassette),

5) What You Should Know About the Family (audio cassette),

6) Service Plan and Case Recording (audio cassette).

Study guides for each unit include instructions, learning activities, and a unit outline, and are found in the instructional booklet.

DOCUMENT 30.

Lauber, L. G. The Family Systems. Minnesota: Bemidji State University, Child Development Training Program, 1972, 28 pp. $3.00.

	I	COMPETENCIES
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x	Academic / Field Int.	
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x	Portfolio Documentation	
	Bibliography	
	Media Materials	
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SUBJECT INDEX: Communication. Culture. Emotions and feelings. Goals. Home/center. Human development. Interpersonal relationships. Parents. Roles. Social services. Values

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DESCRIPTION: This document is the instructional booklet for the second learning package of the Social Service Component of the Child Development Training Program at Bemidji State University. One textbook (Harris, Thomas I'm OK - You're OK) is also needed for learning package completion.

The focus of the learning package is on the family and its functioning. The student is introduced to a six-component family system framework: ego states, roles, the communication process, rules, boundaries, and goals.

Learning objectives for the students include increased awareness of the nature of each component in the framework. One stated performance objective, for example, is the ability to express one's awareness of individual behaviors within a family that has been observed and to communic[illegible] this awareness to those family members involved.

Learning activities include reading and answering questi[illegible]nd in the instructional booklet, making observations of families o[illegible]ren in the center, analyzing these observations, and noting the rela[illegible]ip between a child's behavior at the center and his or her treatment i[illegible]e family setting. The student is also given ground rules and guidance concerning the ethical considerations in observations of this type.

DOCUMENT 31.

Melberg, C. Mobilization of Human Resources. Minnesota: Bemidji State University, Child Development Training Program, n.d., 27 pp. $3.00 .

Accompanying media materials:

1) Sharing Responsibilities, side one $1.50
Identifying Community Human Resources, side two

2) Using the Human Resource, side one $1.50
Working with Human Resources, side two

SUBJECT INDEX: Community. Home/Center. Human resources. Interpersonal relationships. Interviewing. Planning. Referral and rehabilitation. Social services. Staff. Values.

DESCRIPTION: The instructional booklet and the audio cassettes listed above complete learning package three, Mobilization of Human Resources of the Social Service Component of the Child Development Training Program at Bemidji State University.

Objectives for the student include the ability to:

- Consider other human resources when working with families,
- Identify available community human resources,
- Demonstrate skills in using these human resources, and
- Relate to the area of "working with" these human resources.

Content is divided into four units relative to the objectives. The basic ideas and concepts for each topic are presented on audio cassettes and study guides found in the instructional booklet. Study guides include instructions, outlines summarizing the units, application exercises, exercise sheets, bibliographical references and true-false tests.

Application exercises involve the student in relating material to personal experiences in the use of human resources, setting up a resource file in cooperation with other staff members, contacting local human resource agencies for information, and conducting an interview.

	I	COMPETENCIES
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x	Personal Capacities	
x	Individualization	
x	Academic/ Field Int.	
x E	Pre & [✓ Exit] Assessment	
x	Portfolio Documentation	
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	I	COMPETENCIES
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x	Personal Capacities	
x	Individualization	
	Academic/ Field Int.	
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	Portfolio Documentation	
x	Bibliography	
AC	Media Materials	
ISC	Format	

DOCUMENT 32.

Chapin, R. Interventive Skills. Minnesota: Bemidji State University, Child Development Training Program, n.d., 51 pp. $3.00.

Accompanying media material:

Audio cassette:	1)	Interviewing, side one Working with Groups, side two	$1.50

SUBJECT INDEX: Advocacy. Communication. Community. Home/Center. Interpersonal relationships. Interviewing. Parents (interview). Planning. Self-evaluation. Social services. Staff.

DESCRIPTION: Interventive Skills is the fourth learning package of the Social Service Component of the Child Development Training Program at Bemidji State University. In addition to the instructional booklet and audio cassette listed above, two textbooks are necessary for learning package completion:

Breakfast: Two Jars of Paste, and
The Helping Process.

Geared to social service personnel, learning package objectives include identifying, understanding, and practicing effective interventive techniques in working with Head Start Participants and their families, Head Start staff, and community groups.

Content is divided into five units:

1) "The Helping Relationship,"

2) "Interviewing,"

3) "Working with Groups,"

4) "Situation Assessment, Plan Development and Implementation," and

5) "Client Advocacy."

A study guide is provided in the instructional booklet for each unit. This guide includes general objectives, specific objectives, learning activities, reading assignments and other references.

Learning exercises require the application of content to the helping role with clients; e.g., conducting interviews with a parent or parents, analyzing the interviews, and completing a self-evaluation of interviewing effectiveness. Students complete essay type questions and/or self-evaluated tests at the completion of each unit.

DOCUMENT 33.

	I	COMPETENCIES
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x	Academic/ Field Int.	
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	Bibliography	
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ISC	Format	

Chapin, R. and Brunner, J. Parent Involvement. Minnesota: Bemidji State University, Child Development Training Program, n.d., 19 pp. $3.00.

Accompanying media materials:

Audio cassettes:	1)	Parent involvement, side one Parent Meeting, side two	$1.50
	2)	Conducting a Parents' Meeting, side one side two, blank	$1.50

SUJBECT INDEX: Communication. Home/Center. Interpersonal relationships. Parents (involvement). Self-evaluation. Social services. Staff.

DESCRIPTION: The fifth and final package for the Social Service Component of the Child Development Training Program at Bemidji State University is Parent Involvement. The following materials are necessary to supplement the instructional booklet, and audio cassettes.

Head Start Materials:
1) Parent Involvement Manual Instruction I-31, "The Parents"
2) Booklet #6, "Parents are Needed"
3) Booklet #10, "Points for Parents"
4) Booklet #10-A, "Parent Involvement"

Textbooks:
1) Breakfast: Two Jars of Paste
2) Living with Children

The goals of the learning package are to increase staff awareness of the need for parent involvement in Head Start, to assist staff members in developing their own parent involvement skills, and to expose staff to various types of parent activities and suggestions for achieving greater parent participation.

Content is divided into three units:

1) "Parents' Rights and Responsibilities,"

2) "Meaningful Parent Involvement," and

3) "Recruiting and Involving Parents,"

General objectives, specific objectives and learning activities for each unit are presented in study guides found in the instructional booklet. Learning activities are field-based and include:

- Making a home visit in regard to parent involvement,
- Recording and analyzing the home visit,
- Organizing a parent meeting to discuss parent involvement,
- Recording and analyzing the parent meeting,
- Jointly developing a statement on parent involvement with other staff members,
- Working with a parent on agenda for a parent meeting, and
- Developing a Ghant chart with respect to parent meetings.

Some of these learning activities are turned in to the field coordinator for assessment purposes and others are done for personal use and do not enter the evaluation.

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DOCUMENT 34.

Knight, M., Matthews, S., and Borger, D. Setting Up and Maintaining A Safe and Healthy Learning Environment. Boise, Idaho: Child Development Associate Program, Boise State University, n.d., 60 pp. $1.55.

SUBJECT INDEX: Community. Environment. Equipment. Healthy. Lesson plans. Outdoor play. Planning. Room arrangement. Safe. Sand. Social studies. Space. Wheel toys.

DESCRIPTION: Setting Up and Maintaining A Safe and Healthy Learning Environment is divided into three separate units:

- "Four Walls and a Floor: Physical Environment,"
- "Learning in the Play Yard: Indoors Leads Outdoors and Back Again," and
- "The Road to Independence: Health and Safety in the Environment."

Each unit begins with a training outline which lists the necessary steps for module completion. The student is instructed to read the rationale and objectives, try the pre-test and, depending on that outcome, to proceed with reading the content, complete the learning activities (starred activities are required), and to take the post-test. All written materials for the activities are submitted to the student's instructor.

Although content is included in the module for each unit, students are referred to other resources for module completion. These are textbooks, video cassettes, films, etc.

In Unit 1 the student must meet performance objectives relative to five content areas: space, floor covering, lighting, storage, and walls. These objectives encompass knowledge; e.g., "State in square feet the amount of space recommended per child in a kindergarten classroom; list criteria used in selection of floor covering for kindergarten rooms"; and process: "Determine the most functional storage units based on the goals and needs of the program; determine if a room has adequate or inadequate light."

Activities require the student to make direct application of content to his or her own classroom situation. A final activity is an on site visit by the field trainer to assist the student in doing a self-evaluation in terms of the five variables using a Physical Environment Checklist. This checklist is included in the document.

The major objective for Unit 2 is for the student to design and evaluate play yards that meet optimum conditions for physical, intellectual and social growth. Behavioral objectives include:

- The writing of program goals,
- Making sketches of the play yard to scale,
- Making application of definitions and formulas from Kritchevsky (and other sources) to the local play yard situation,
- Identifying problems in space development and use, and
- Making a portfolio of ideas of free or inexpensive junk items that could be appropriately used.

The focus for Unit 3 is predominantly on the teacher helping the children to recognize preventive measures against hazards to health and safety. It is suggested that the center curriculum include instructions in good health habits one day per week. Learning activities in the health component include:

- Gathering resources for teaching a health unit,
- Making a lesson plan, implementing the plan,
- Writing up the results of one or two week's lessons,
- Showing children filmstrips,
- Writing lesson plans using the filmstrips, and
- Writing a lesson plan on foods.

The same format is used for the safety component. The teacher helps children to recognize safety signs and rules by conducting group discussions, showing filmstrips, writing and implementing lesson plans, using community resources for field trips (fire station, etc.) and visitors in the classroom (policemen and women, etc.).

DOCUMENT 35.

Knight, M. Literature For Pre-school Children. Boise, Idaho: Child Development Associate Program, Boise State University, n.d., 32 pp. $1.75.

SUBJECT INDEX: Books. Child development theory and principles. Language. Learning centers. Library. Poetry. Self-evaluation. Storytelling.

DESCRIPTION: The learning module, Literature For Pre-school Children, contains all necessary materials for module completion with the exception of required textbook reading (Chambers, D. W. Children's Literature in the Curriculum, 1971) and the viewing of media materials. A resource list of these materials is included in the document.

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x	Individualization	
x	Academic / Field Int.	
x	Pre & Exit Assessment	
x	Portfolio Documentation	
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Performance objectives for the student include:

- Stating and discussing the value of using literature with young children,
- Discussing the effect of stories on language development,
- Identifying factors used in selecting children's books,
- Reading and telling stories effectively to children, and
- Analyzing the didactic content of books.

In addition, the student must become knowledgeable about awards given in the field of children's literature.

All written materials pertaining to the student's activities are submitted to the field superviser. Activities require the student to: answer questions relative to the reading in the textbook; view children's films and summarize these for a literature file; make a 30-book card file; audio tape a story for children and place it in the library center; present a story to children; and do a self-evaluation of the presentation.

In addition to the instructions for module completion, the document contains:

1) Some content,

2) A chart illustrating how developmental characteristics and books can be coordinated, and

3) A listing of 126 children's books categorized according to different topics: problem solving, community, seasons and holidays, concept formation, etc.

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x	Personal Capacities	
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x	Academic/ Field Int.	
x	Pre & Exit Assessment	
x	Portfolio Documentation	
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ISC	Format	

DOCUMENT 36.

Knight, M. Development of Language: Pre-School. Boise, Idaho: Child Development Associate Program, Boise State University, n.d. $1.75.

SUBJECT INDEX: Blocks. Books. Child development theory and principles. Cognitive. Communication. Creative materials and activities. Dramatic play. Field trips. Gardening. Housekeeping center. Language. Learning centers. Lesson plans. Library. Listening activities. Manipulative materials. Mathematics. Observation of behavior. Planning. Puppets. Reading readiness. Science. Self-evaluation. Social studies. Speech. Storytelling. Vocabulary. Woodwork.

DESCRIPTION: This learning module emphasizes the relationship between language development and abstract thought. The overall purpose is to enable the student to plan and implement a program to assist children in the development of language.

Content presented in the module, in required outside reading and media viewing (resource list is included in the document) is divided into three sections: "Acquiring Language," "Delayed Speech," and "Techniques for Teachers."

Specific topics include silent communication, receptive language, decoding and expressive language. In the section on techniques for teachers, each traditional learning center is discussed relative to language development, and suggestions are offered for setting up centers especially geared to listening-speaking activities. Attention is also given to the relationship between language development and field trips and on the making and use of puppets. An "Oral Vocabulary and Decoding Activity Form," a "Silent Communication Observation Record" and a "Lesson Plan Chart" are provided for the student's use in doing learning activities.

Learning activities require the student to apply the academic content to working with children. Among these activities are:

- Observing and recording examples of egocentric speech in three to five year-olds,
- Keeping an anecdotal record of silent communication observed in the classroom,
- Playing listening skill games with children,
- Planning and implementing oral vocabulary and decoding activities,

- Setting up three learning centers to teach language, and using a lesson plan chart to record objectives, methods, evaluation, etc.,

- Telling a story and self-evaluating the presentation, and

- Planning and implementing a language experience using puppets.

Pre-assessment is a twenty-nine essay type examination. Exit assessments include observations of activities by the superviser, as well as an assessment of the student's written materials.

	I	COMPETENCIES
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	VI	
	Personal Capacities	
x	Individualization	
x	Academic/ Field Int.	
x	Pre & Exit Assessment	
x	Portfolio Documentation	
x	Bibliography	
	Media Materials	
ISC	Format	

DOCUMENT 37.

Matthews, S. Developing Self Awareness in the Young Child. Boise, Idaho: Child Development Associate Program: Boise State University, n.d., 58 pp. $1.45.

SUBJECT INDEX: Creative materials and activities. Individual strength. Lesson plans. Physical. Planning. Puppets. Self-concept. Self-evaluation.

DESCRIPTION: This document is one of the resources for the learning module, Developing Self Awareness in the Young Child. The student is also referred to reading in two other documents: Your Child's Self Esteem and The Child and His Image.

Reported in the above document is a study undertaken by the author to evaluate commercial materials on self-concept, determine their suitability for use with young children, and to develop, adapt and compile instructional materials for use in promoting self-concept in young children. This compilation is found in the document and includes materials for a six-week instructional period on "The Uniqueness of Self." Learning experiences and activities range from making home visits to involving the children in making body collages and "Make Me Prints."

In addition to reading and discussing implications for teaching based on the above document and textbook references, learning activities for the student include:

- Planning a self-concept building experience which is observed by the supervisor,
- Evaluating the experience as to whether objectives were met,
- Planning and implementing an activity using puppets.
- Selecting a child estimated as having low self-esteem, recording his or her behavior and planning three self-concept building activities for the child,
- Recording and evaluating progress with the child over a two-week period.

	I	COMPETENCIES
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	V	
	VI	
	Personal Capacities	
x	Individualization	
x	Academic/ Field Int.	
x	Pre & Exit Assessment	
x	Portfolio Documentation	
x	Bibliography	
F	Media Materials	
ISC	Format	

DOCUMENT 38.

Borger, D. J. The Handicapped Child In The Regular Classroom: Pre-School. Boise, Idaho: Child Development Associate Program, Boise State University, n.d., 27 pp. $.95.

SUBJECT INDEX: Children with special needs. Cognitive. Developmental tasks. Handicapped children. Language. Learning theory. Mentally retarded children. Music. Perceptual-motor development. Physical. Psychological needs.

DESCRIPTION: The objective for the learning module, The Handicapped Child In The Regular Classroom is two-pronged. The module is designed not only to help the student become aware of the abilities of handicapped children and to understand their basic needs, but also to foster acceptance of the handicapped child by the other children in the classroom.

Content focuses on:

1) The mentally retarded (educable and trainable), and

2) The physically handicapped (vision, auditory, orthopedic, neurologically impaired).

Although there is some content in the document, the student is referred to further reading in Kirk, S. A. Educating Exceptional Children, Second edition, 1972. A separate bibliography and specific activities for the student are included for each handicap.

Activities require the student to:

1) View and write reports on films,

2) Name play, table work and handicraft skill activities one would use with a retarded preschool child and explain how these would be introduced and used,

3) Explain methods of using music with a retarded preschool child, how to develop language skills, attention, perceptual motor processes, etc.,

4) Complete a Developmental Task Analysis of a mentally retarded child (form included in document),

5) Describe how to help a totally blind child develop his or her language skills, auditory awareness, etc., and

6) Make an observation of a child with an orthopedic disability and write up how to integrate this child into the regular classroom.

	I	COMPETENCIES
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	VI	
x	Personal Capacities	
x	Individualization	
x	Academic/ Field Int.	
	Pre & Exit Assessment	
x	Portfolio Documentation	
x	Bibliography	
F	Media Materials	
C	Format	

DOCUMENT 39.

Borger, D.J. Parent Involvement: Preschool. Boise, Idaho: Child Development Associate Program, Boise State University, n.d., 29 pp. $1.25.

SUBJECT INDEX: Communication. Community. Cooking activities. Home/Center. Music. Parent (involvement). Puppets. Recipes.

DESCRIPTION: Rationale for the module, Parent Involvement: Preschool, is that a concentrated effort for parent involvement on the part of the center will ultimately benefit the child. The content focuses on helping the student become aware of ways to involve parents through home visits, school visits, using parents as volunteers, telephone contacts, group meetings, workshops and printed communications. A major goal for the student is helping parents become involved in the objectives of the school and its ongoing operation.

No pre- or exit assessment appears in the document; however, the list of student activities could be adapted for this purpose. The suggestion is made in the module that the student discuss the learning activities with his or her supervisor prior to carrying them out. Included on the activities list are:

- Arranging for and making three home visits and writing these up,
- Arranging for and conducting conferences with parents at school,
- Making telephone contacts with parents and writing up a report for the supervisor,
- Using senior citizen participation in the classroom and writing up a report of this participation,
- Organizing and doing a take-home project with the children,
- Showing a film to parents,
- Planning a parent workshop built around the types of activities for teaching children that are used at the center,
- Setting up a parent's corner in the center, and
- Planning and distributing a parent's newsletter.

Other materials included in the document are a bibliography of books for parents, a thirty-one item questionnaire, and recipes for a parent's scrapbook.

	I	COMPETENCIES
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x	Personal Capacities	
x	Individualization	
x	Academic/ Field Int.	
x	Pre & Exit Assessment	
x	Portfolio Documentation	
x	Bibliography	
F	Media Materials	
ISC	Format	

DOCUMENT 40.

Knight, M. Individualizing Instruction: Preschool. Boise, Idaho: Child Development Associate Program, Boise State University, n.d., 40 pp. $1.75.

SUBJECT INDEX: Child development theory and principles. Cognitive. Goals. Incidental teaching. Learning centers. Learning theory. Lesson plans. Planning. Record keeping. Self-evaluation.

DESCRIPTION: The learning module, Individualizing Instruction: Preschool, presents the student with the task of re-examining and stating in writing his or her own educational philosophy. Additional objectives call for the student to:

1) Discuss four major developmental areas,

2) Compare environmentalist and developmentalist views of child growth and development, and

3) Define learning and identify and discuss steps in the learning process.

The student is also required to plan an individualized program based on the six steps suggested in the module, develop a record keeping chart and a criterion check list. The major thrust of the program is to enable the student to understand and implement individualized instruction.

The document contains instructions, student activities, and content pertaining to: affective, physical, social and cognitive developmental areas, an introduction to Gagne's taxonomy, a definition of the learning process, steps in the learning process, the process of identifying goals and writing performance objectives, the assessment of children's abilities, the development of a criterion test, and the use of record keeping. In addition to the content in the document the student is referred to four films and the following two books: Learning in the Early Years, by Spodek, and Nooks, Crannies and Corners, by Forte & Mackenzie. A resource list is included in the document.

The student applies the academic content in the field setting by:

- Writing lesson plans for activities that demonstrate serial memory and component memory,
- Recording anecdotal notes for one week of instances of accidental or incidental learning,

- Developing a method of determining a child's preferred learning modalities,
- Selecting a program goal from each of the four developmental areas and writing them as performance objectives,
- Developing a special criterion test to assess the children's pre-instructional ability by using the performance goals and activities from the center,
- Planning a learning center focusing on subject area, objective, and activities, and
- Developing a record keeping sheet or chart to record children's progress in the learning center.

The form for keeping anecdotal notes, the Lesson Plan Chart, Goal Check List, Assessment for Specific Task, and Individual Progress Record forms necessary for completion of the activities are included in the document.

DOCUMENT 41.

Kantor, S. Competency A, Set Up and Maintain A Safe and Healthy Learning Environment, Part I. Denver, Colorado: Child Development Associate Project, Community College of Denver, 1973, 276 pp. $10.00.

XX	I	COMPETENCIES
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	IV	
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	VI	
x	Personal Capacities	
x	Individualization	
x	Academic/ Field Int.	
x	Pre & Exit Assessment	
x	Portfolio Documentation	
x	Bibliography	
ST F FS	Media Materials	
ISC	Format	

SUBJECT INDEX: Art. Blocks. Cognitive. Cooking activities. Creative. Creative materials and activities. Dramatic play. Equipment. Furniture. Group management. Language. Learning centers. Listening activities. Manipulative materials. Mathematics. Meals. Musical instruments. Outdoor play. Perception. Physical. Psychological needs. Room arrangement. Safe. Sand. Science. Self-evaluation. Sensory learning. Social. Space. Water play. Woodwork.

DESCRIPTION: Although this learning module is geared specifically to competencies associated with setting up and maintaining the "Learning Environment" under Competency Area I (or A), some content is also applicable to Competency II, "Advancing Physical and Intellectual Competence." The document is divided into four sub-units:

1) "Learning Centers," (creative arts, block play, dramatic play, creative music activities, science, cooking, language, literature, outdoors, large muscle, and quiet play center),

2) "Facility Equipment-Furniture,"

3) "Facility Arrangement," and

4) "Facility Setting" (indoor and outdoor space).

Each unit includes a list of learning objectives, learning activities, activity evaluation forms for use of the trainer/coordinator, a post-assessment, some academic content, bibliographical references with designated chapters and/or pages, and multimedia references.

Learning objectives for the student focus on demonstrating the ability to arrange and maintain a center free of hazards, with proper heat, light and air conditions; to organize space into clearly defined learning areas which invite small-group and individual activity; to take inventory of necessary supplies and to evaluate the functioning of the center.

There are seventy-seven learning activities included in the module, with the majority, fifty-nine, found in the unit on learning centers. Emphasis of the learning activities is on the integration of academic content and field experience. Students become involved in:

- Visiting other centers,
- Investigating state regulations and licensing requirements,
- Making lists and maintaining records of equipment and supplies,
- Evaluating outdoor equipment and space,
- Setting up an outdoor learning center,
- Tape recording and evaluating the center meal time,
- Making play dough and other art materials,
- Developing a language kit,
- Examining their own attitudes toward science, and
- Planning a week of sensory-motor activities.

Post-assessments at the end of each unit also serve as pre-assessments. Students can do self-assessments on separate evaluation instruments provided in the units.

xx	I	COMPETENCIES
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	VI	
x	Personal Capacities	
x	Individualization	
x	Academic / Field Int.	
x	Pre & Exit Assessment	
x	Portfolio Documentation	
x	Bibliography	
	Media Materials	
C	Format	

DOCUMENT 42.

Sanders, M. Competency A, Set Up and Maintain A Safe and Healthy Learning Environment - Part II. Denver, Colorado: Child Development Associate Project, Community College of Denver, 1974, 523 pp. $10.00.

SUBJECT INDEX: Cooking activities. Creative materials and activities. Dental health. Dramatic plan. Emotions and feelings. Field trips. Games. Gardening. Group management. Guilding children. Healthy. Individual differences. Language. Mental health. Movement. Nutrition. Poetry. Recipes. Rhythmic activities. Safe. Science. Self-evaluation. Sensory learnings. Singing. Social studies. Storytelling.

DESCRIPTION: Part II of Competency A, Set Up and Maintain A Safe and Healthy Learning Environment is designed to address the health and safety factors under Competency A (or I). Divided into two unics, each involves specific competency statements:

Unit 1: "Take Preventive Measures Against Hazards to Physical Safety. Keep Light, Air and Heat Conditions at Best Possible Levels."

Unit 2: "Recognize Unusual Behavior or Symptoms Whicy May Indicate a Need for Health Care."

Primary objectives for Unit 1, on safety, are to:

- Provide the student with a foundation in the fundamentals of sound safety practices, and with
- Methods for guiding the growth and development of children in the class in safety habits.

There are nineteen learning activities, with the final one serving as either a pre- or post-assessment. This is in the form of a check list for evaluating the student's competence with separate columns for performance, evidence and trainer-coordinator evaluation.

Learning activities involve the student in:

- Planning a coordinated safety program for the center,
- Using a "Safety Program Check List" (provided in the document),
- Taking children on safety inspection tours and evaluating the experience,

- Going for walks in the neighborhood and practicing safety habits while crossing streets, etc.,

- Singing safety songs, playing games, and reading safety stories (a list of teaching aids relating to traffic safety is included in the document),

- Taking field trips to the fire station and bringing safety resource persons into the classroom, and

- Doing a self-evaluation regarding knowledge and capability in time of emergency situations.

The unit also relates the functional area of "Group Management" to this competency in a discussion of safety procedures for fire drills.

The unit on health encompasses twenty-three learning activities, with the final one serving as a checklist similar in format to the safety checklist. It is used both as a pre- and post-assessment. Content for the unit focuses on a broad view of health as a state of physical, mental and social well-being. Major areas of content with related activities to be performed with children in the classroom are:

1) Health habits (washing hands, toileting, brushing teeth, resting/ sleeping, eating, keeping well, cleanliness),

2) Sources of food/food groups,

3) Educational cooking experiences,

4) Malnutrition,

5) Exercise/movement-rhythms,

6) Health check-ups, and

7) Mental health.

All necessary content and forms for module completion are included. Extensive lists of teacher aids, including films, filmstrips, books, records, etc. are included for the topics of dental care, nutrition, preventive medicine and mental health. Complete children's stories, songs, and recipes for cooking are also included in the document. A progress chart listing activities, page numbers and columns for trainer-trainee checking provides a method for record keeping.

	I	COMPETENCIES
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x	Personal Capacities	
x	Individualization	
x	Academic/ Field Int.	
x	Pre & Exit Assessment	
x	Portfolio Documentation	
x	Bibliography	
R	Media Materials	
C	Format	

DOCUMENT 43.

Beer, B. Competency B, Advance Physical and Intellectual Competence. Denver, Colorado: Child Development Associate Project, Community College of Denver, 1973, 342 pp. $10.00

SUBJECT INDEX: Art. Books. Child development theory and principles. Cognitive. Community. Creative. Creative materials and activities. Culture. Dramatic play. Field trips. Finger painting. Finger plays. Games. Gardening. Human development. Individual differences. Language. Learning theory. Listening activities. Mathematics. Movement. Music. Musical instruments. Outdoor play. Perception. Physical. Planning. Poetry. Reading readiness. Recipes. Rhythmic activities. Scheduling. Science. Self-evaluation. Snacks. Social studies. Space. States of development. Water play.

DESCRIPTION: Competency B, Advance Physical and Intellectual Competence is a 342-page, self-contained document providing all necessary content, forms, and directions for module completion. In addition, bibliographies and resource lists are included pertaining to children's books, poems, records, songs, finger plays and teacher's reference works.

Upon module completion students are expected to demonstrate competence in planning and carrying out learning experiences for children using a variety of materials in different combinations in the areas of art, science, mathematics, dramatic play, social studies, language development, reading readiness, music and food, or cooking.

Additional goals for the student include being:

1) Aware of differences in development, interests and needs of the children,

2) Self-aware as to teaching strengths and weaknesses,

3) Knowledgeable about teaching methods and being able to match appropriate method with activity,

4) Able to use both structured and unstructured teaching methods,

5) Able to plan experiences suitable to children's age and ability, and evaluate the effectiveness of the experiences,

6) Able to identify the experiences provided to the child,

7) Aware of teaching possibilities in materials and experiences, and

8) Able to stimulate the use of all learning centers.

The pre-test is a checklist covering curriculum and skill areas: creative and independent thinking, language arts, listening skills, verbal communication, reading readiness, social studies, science, math, art, music, motor development, spatial relationships, auditory-visual perception and classification.

The document is divided into six sections with seventy-two learning activities interspersed throughout the sections. Section I is an introductory section providing content concerning different teaching methods and different preschool models (programmed, open framework, custodial care, child-centered, etc.). Advantages and disadvantages of the models are related to child development theory and principles.

In the next three sections the author takes three common experiences in every child care center -- WORDS, WALKS and WATER -- and by giving background information and outlining activities, demonstrates the many integrative learning experiences they provide for children in the way of content (curriculum areas: math, language arts, science) and process (auditory-visual discrimination, listening skills, etc.). In the section on WORDS and WALKS the author provides a right hand margin listing the experiences provided for the child for each activity and in the section on WATER, the student is to fill in that information on a list provided.

The comprehensive nature of content provided can be noted from the partial listing which follows:

WORDS: Books, poems, records, songs.

WALKS: Walks to places (library, flower shop, pet store, etc.)
Walks to do special things (see, hear, collect materials, etc.)
Direction-following walks (down the street, turn at the book store, see a sign, etc.)

WATER: Equipment, bubbles, snow play, science experiments, pets.

ART: Tempera paint, collage, wood sculpture, sand painting.

ACTIVE EXERCISE-INSIDE: Walking board, maze, etc.

MATHEMATICS: Cardinal numbers, geometric forms, matching, equivalence, etc.

COOKING: Recipes, snack time, sensory learning.

AUDITORY AND PERCEPTUAL DISCRIMINATION: Games, recognizing patterns, sounds, matching, etc.

Complete instructions, including diagrams and examples are given for the seventy-two activities. These activities are predominantly field-based and the student relates academic content to work with children in the center. Forms are provided for documentation of competence demonstration by the trainer/coordinator.

	I	COMPETENCIES
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x	Personal Capacities	
x	Individualization	
x	Academic/ Field Int.	
x	Pre & Exit Assessment	
x	Portfolio Documentation	
x	Bibliography	
	Media Materials	
C	Format	

DOCUMENT 44.

Brown, C.E. Competency C, The Individual Child, Build Positive Self-Concept and Individual Strength. Denver, Colorado: Child Development Associate Project, Community College of Denver, 1973, 294 pp. $10.00

SUBJECT INDEX: American Indians. Behavioral objectives. Blacks (culture). Case study. Child development theory and principles. Cognitive. Creative. Culture. Developmental tasks. Disadvantaged children. Emotions and feelings. Equipment. Evaluation of children. Guiding children. Individual differences. Individual strength. Language. Learning theory. Music. Observation of behavior. Parents. Perception. Physical. Poetry. Reinforcement. Rhythmic activities. Self-concept. Self-evaluation. Sensory learning. Sex roles. Social. Social/emotional competence. Spanish speaking (culture). Stages of development.

DESCRIPTION: Because of the comprehensive nature of the content in Competency C, The Individual Child, Build Positive Self-Concept and Individual Strength, this module is also applicable to work in Competency Areas II, IV, and V. The major goal for the student--to become more competent in teaching the individual child--is further divided into performance trainee objectives, or sub-goals. Within the document are "Self-Assessment Skill Sample Charts" (SASS) listing the performance trainee objectives and providing spaces on which to record experiences or activities one has undertaken to demonstrate attainment of that particular objective. The rationale is that there are many different ways to demonstrate one's competence for a specific objective. The student is expected to enter activities suggested in the module as well as other activities he or she has undertaken. There are twelve SASS charts to be filled in representing forty-two performance objectives.

The content is divided into four units encompassing introductory statements and twenty-seven learning activities:

Unit I: "Theories of Child Development."

Performance objectives or sub-goals include:

1) Examining historical and personal beliefs about childhood and the nature of the child,

2) Developing a concept for the term "theory" as it applies to child development,

3) Becoming familiar with terms from Skinner's learning theory,

4) Observing the principles of learning theory in classroom behavior,

5) Demonstrating an understanding of the uses and limitations of learning theory in teaching young children,

6) Describing Freudian theory and Erikson's state theory of personality development,

7) Deriving an explanation of personality development which integrates theory and experience,

8) Considering possible relationships between the personality of individual children and their home environments,

9) Demonstrating an understanding of how to create a living, learning environment for children in which healthy personality development is the maximum goal,

10) Becoming aware of important elements of family structure and their effects on experiences of children,

11) Realistically assessing personal family history in the light of new knowledge, and

12) Creating activities based on a particular theme or topic.

Spaces are provided for the student to enter the information for each objective, e.g., What have you done with children? With other teachers/instructors? What have you read? What have you written? What have you made, demonstrated or photographed? What changes have you made in the center where you teach? What else have you done (visits, etc.)?

Activities included in the module involve the student in:

- Self-evaluating one's own use of reinforcers with specific children,
- Making observations of children and teachers interacting and listing types of reinforcement and types of punishment,
- Making lists of activities to help a child establish a basic sense of trust upon entering a center,
- Self-evaluating student fears and possible source of fears,
- Completing a checklist of statements consistent with a Freudian approach to child care,
- Providing a response to a given situation to illustrate a Skinnerian, Freudian, and personal response as a teacher of young children,
- Completing a Piaget-type conservation experiment in the classroom.

Other units follow similar formats with respect to SASS charts and activities. Content includes:

Unit II, "Factors Contributing To Individual Differences:" The family, sex differences, cultural and socio-economic differences, emotional climate of the family, dependence-independence, acceptance-rejection, and the child care center as a family environment.

Unit III, "Specific Areas of Child Development:" Language, intellectual, personality, physical, and psychomotor development.

Unit IV, "Assessment of the Individual Child:" Obtaining information, observations, narrative records, running-behavior records, anecdotal records, observation skills, evaluating individual children.

In each unit content is presented against a background of child development theory and principles, and activities with children highlight individual differences.

DOCUMENT 45.

Addington, J. Competency D, Organize and Sustain The Positive Functioning of Children and Adults in A Group in A Learning Environment. Denver, Colorado: Child Development Associate Project, Community College of Denver, 1973, 269 pp. $10.00.

	I	COMPETENCIES
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xx	IV	
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	VI	
x	Personal Capacities	
x	Individualization	
x	Academic/ Field Int	
x	Pre & Exit Assessment	
x	Portfolio Documentation	
x	Bibliography	
F FS	Media Materials	
C	Format	

SUBJECT INDEX: American Indian (recipes). Books. Child development theory and principles. Community. Cooking activities. Creative dramatics. Culture. Dance. Dramatic play. Emotions and feelings. Environment. Field trips. Games. Group management. Guiding children. Home/Center Learning centers. Music. Musical instruments. Poetry. Psychological needs. Recipes. Reinforcement. Room arrangement. Safe. Scheduling. Self-concept. Sensory learning. Singing. Social. Spanish-speaking (recipes). Stages of development. Storytelling.

DESCRIPTION: Content for Competency D, Organize and Sustain the Positive Functioning of Children and Adults in A Group in A Learning Environment is divided into four sub-units with sixty-six learning activities interspersed throughout. The sub-units, representative content and activities are:

Sub-Unit I, "Providing Pleasurable Opportunities For Playing And Working Together and Sharing Experiences and Responsibilities." Content for this sub-unit covers three major areas:

- Child development principles: Individual differences, characteristics of young children,
- The role of the teacher: Scheduling, teacher's personal characteristics, guiding children in acceptance of responsibility, and
- The impact of the classroom: Relationship between room arrangement and children's social development, individual and group play activities, creative dramatics.

Learning activities for the student provide opportunities to gain experience in each content area: making observations of children's play behavior, planning resources (books, films, filmstrips) that speak to playing, working together and sharing experiences; evaluation of the daily activity time schedule and promoting sharing and working together on a creative dramatics project.

Sub-Unit II, "To Create An Environment Conducive To Emotional Expression." This second sub-unit again relates child development factors to the classroom situation. Major topics are:

- Emotional characteristics of children,
- Need for emotional expression,
- Self-image,
- Suggested materials for emotional expression, and
- Activities to assist children in accepting and dealing with feelings.

Activities include observing and evaluating children, charting children's growth, and conducting activities to help children express emotions (group discussions, dance, creative dramatics, etc.)

Sub-Unit III, "Helping Children to Learn Limitations and Rules Necessary For Group Living." In this sub-unit the student becomes involved in self-evaluation concerning her or his own role in helping children remember limits, in planning together with children to establish rules, and also in evaluating the total program in regard to parent conferences, suggestions, and cooperative planning.

Sub-Unit IV, "Fostering Acceptance and Appreciation of Cultural Variety." This sub-unit focuses on learning activities designed to incorporate cultural concepts into the total center program. Learning activities include preparing ethnic foods, singing songs, incorporating stories and compiling a resource file in relation to cooking, holidays, pictures, poems, field trips, community visits, cultural art, photographs, etc.

Evaluation forms included in each sub-unit provide a means of pre- and post assessment and individualizing the training. These are:

- An "Evaluation" checklist. This list is checked by the student and trainer/coordinator when evidence of competence has been demonstrated or discussed. Criterion performances are listed in one column with evidences, or indicators, of student's actions and knowledge observed in performance of activities, the setting, and children's behavior in the next column. A third column provides space for the trainer/coordinator's evaluation.
- "Indicators of Children's Behavior" checklist. On this checklist the student is to indicate whether the specified children's behavior is or is not being demonstrated in the classroom. Space is provided in another column for the trainer/coordinator to indicate whether children's behavior reflects the student's knowledge of the competency.
- A "Self-Appraisal of Personal Capacities." This form lists each CDA personal capacity and the student is to provide one specific example of each personal capacity relative to the competency in the sub-unit.
- An "Individualized Plan for Training." On this form the trainee and trainer/coordinator review the student's experience, strengths and training needs in relation to each competency and use this

as a basis for individualizing the training. The form also provides a means of record keeping for the activities which need to be repeated, or those to be deleted.

The document concludes with a final evaluation form for listing the trainee's knowledge and skills of Competency D: Trainer/coordinator assessment, trainee assessment team recommendation, and trainee self-evaluation. A progress chart listing the activities associated with each unit provides a means of record keeping.

	I	COMPETENCIES
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x	Personal Capacities	
x	Individualization	
x	Academic / Field Int.	
x	Pre & Exit Assessment	
x	Portfolio Documentation	
x	Bibliography	
F FS	Media Materials	
C	Format	

DOCUMENT 46.

Lehman, V. Competency E, Bring About Optimal Coordination of Home And Center Child-Rearing Practices and Expectations. Denver, Colorado: Child Development Associate Project, Community College of Denver, 1973, 375 pp. $10.00.

SUBJECT INDEX: American Indians (resource materials). Blacks (resource materials). Communication. Community Culture. Home/Center. Parents (involvement). Planning. Self-evaluation. Social. Social services. Spanish-speaking (resource materials). Toys. Values.

DESCRIPTION: Competency E, Bring About Optimal Coordination Of Home And Center Child-Rearing Practices And Expectations, written by Velma Lehman, the first Director of the Child Development Associate Project at the Community College of Denver, is a comprehensive, self-contained module. All content and forms necessary for module completion are contained in this document which is divided into four sections encompassing fifty learning activities.

A detailed pre-test is presented at the outset which contains a description of Competency E in terms of concepts, activities, attitudes and behavior which may be recognized in observation of staff, children and parents. These factors are grouped according to specific functions labeled in the module as four "organizers":

1) Knowledge-base,

2) Planning/organizing,

3) Teaching/interacting, and

4) Evaluating.

These "organizers" are rated on a five-point scale for degree of competence and recommendations are made for training based on the outcome of this pre-assessment.

Section I lists five performance objectives. Upon completion of the materials in Section I the student is expected to:

1) Describe personal illustrations of Chilman's interacting triangle clusters,

2) Demonstrate a knowledge of his or her own family background and culture through the completion of a written personal autobiography,

3) Select and analyze influences of his or her family while growing up,

4) Define transactional analysis and the three personality components described by Eric Berne, and

5) Summarize the factors which contribute to a healthy mental attitude and discuss its importance to individuals serving in the human service field.

Content focuses on examining the theories of Chilman and Berne. Through discussions, and completing a questionnaire and an exercise, "Getting to Know Your Ego States," the student considers such questions as: Who Am I? What do I Believe? How Do I Cope? Am I OK? How Do I Make Decisions?, etc.

For Section II, "The American Family," the performance objectives include:

1) Becoming aware of center families and their personal concerns for their children in relationship to center policies,

2) Studying developmental and traditional parents according to Duvall and Elder, and discussing the value systems in reference to known families,

3) Demonstrating respect and consideration for all ethnic groups living in the community, and

4) Studying the social class levels in American society and incorporating knowledge of family values into center lesson planning.

Content is broad, covering such topics as parents and their concerns, parents as individuals, child rearing practices, traditional and developmental concepts in child rearing, cultural patterns in the center, minorities and their problems, ethnic minority sketches (Afro-American, American Indian, Mexican-American, Chinese, Japanese, Jewish), center ethnic composition, social class, parental structure and adoptive and foster parents.

Activities involve the student in examining personal attitudes with respect to this content and then using the information to better understand families in the center and for better programming for adults and children. A post-evaluation requires a written response to each one of the performance objectives.

Through the completion of material on Section III, "The Nature, Aims And Possible Content Of Child Development Programs To Achieve Home-Center Continuity And Cooperation," the student is expected to demonstrate competence in:

1) Describing different early childhood programs in the United States -- their similarities and differences,

2) Identifying and describing formal and informal communication between parents and staff and knowing purposes and advantages of the various types of communication,

3) Discussing or writing on probable differences in parent involvement related to parent knowledge, ability and interest,

4) Recognizing parents' need for community social service and knowing what action to take for providing assistance, and

5) Using cultural elements in daily center programming.

Content focuses on parent involvement in the many types of early childhood centers: Head Start programs, parent preschool education programs, parent cooperatives, and day care programs. The student visits a full-time day care center to observe and evaluate parent involvement under that auspice and completes a pre-test checklist on parent communication activities. The full range of parent involvement activities is covered, including: Orientation to center and "Parent Interview Form;" "Children's Center Emergency Card" and "admission forms;" informal and formal communication; conferences and home visits; parents as program and classroom participants; group discussions; role playing and brainstorming; displays, newsletters, permission slips, bulletin boards, toy library, parent-space; and community resources for families.

Student learning activities are related to twenty-three content areas. In each case the student makes direct application of content to his or her own center situation. Post-evaluation includes a discussion with the trainer/coordinator of each performance objective.

Section IV, "Program Planning To Implement Home-Center Continuity and Cooperation" follows the same format as previous sections. The student is expected to develop a program-outline for the year to meet the needs of center families, to develop, prepare and collect basic forms and outlines to be used, and to demonstrate over a recommended period of three months methods, techniques, and knowledge promoting home-center continuity.

The student begins by compiling a file based on the cultural groups represented in the center and then proceeds to formulate the activities calendar for the next school year and to develop the detailed three-month plan. The post-test, like the pre-test, evaluates the student in regard to knowledge, planning/organizing, teaching/interacting, and evaluation.

The document contains an extensive annotated resource list of multi-cultural books, stories, poems and audiovisual materials for young children, and a collection of recipes.

DOCUMENT 47.

Beer, B., and Tindall, V. Competency F, Carry Out Supplementary Responsibilities Related To The Children's Programs. Denver, Colorado: Child Development Associate Project, Community College of Denver, 1974, 300 pp. $10.00

	I	COMPETENCIES
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x	Academic/ Field Int.	
x	Pre & Exit Assessment	
x	Portfolio Documentation	
x	Bibliography	
VT	Media Materials	
ISC	Format	

SUBJECT INDEX: Art. Case study. Child development theory and principles. Children with special needs. Cognitive. Community. Dance. Dramatic play. Developmental tasks. Equipment. Handicapped children. Individual differences. Language. Lesson plans. Mentally retarded children. Music. Observation of behavior. Perception. Perceptual-motor development. Physical. Planning. Psychological needs. Referral and rehabilitation. Safe. Scheduling. Self-evaluation. Social/ emotional competence. Social services. Speech. Stages of development. Testing instruments. Vocabulary.

DESCRIPTION: The module, Competency F, Carry Out Supplementary Responsibilities Related To The Children's Programs, is divided into four parts: "Observation," "Planning," "Staff Training," and "Management Functions" and includes a separate section on "Learning Disabilities." There are sixty-three learning activities keyed to content areas in each part of the document. A progress chart listing the activities with spaces for checking and commenting is provided to facilitate record keeping for the student and trainer/coordinator.

Observation is the first area focused on and is perceived by the module developers to be the key to becoming competent in Competency Area F. The rationale is that adequate observation of individual children and groups of children, success/failure of the program, use of space and materials, time and pacing of the program, and area coverage and staff leads to improvement in planning and scheduling, staff training, record keeping, referral and conference procedures.

Learning activities for the section encompass each area of observation including observation of children's developmental levels through the arts: music, dance, drawing, painting and dramatic play. Students also receive information on the Denver Developmental Screening Test and do a comprehsnsive self-evaluation of their own biases in regard to developmental areas, schools, programs, philosophies about free play and teacher-directed activities, etc.

Sections on "Planning," "Staff Training," and "Management Functions" involve the student in activities pertaining to working jointly with other staff members on writing up lesson plans and weekly activity plans to include objectives, materials, and evaluation procedures. They also take into account the appropriateness of the activities and lessons for the particular age group and the individuals within the group.

Students also visit other schools to observe management functions, interview the center directors and obtain information for an "Administration Questionnaire." All sample forms necessary for module completion are included in the document.

The section on "Learning Disabilities" includes separate performance objectives specific to the topics:

1) Recognizing three basic developmental areas,

2) Writing an adequate observational report of one child's developmental behavior,

3) Listing conditions which handicap the special child,

4) Identifying appropriate child development professionals for evaluation and consultation purposes,

5) Recognizing basic screening, developmental and evaluation tests,

6) Locating appropriate educational resource material related to the understanding of the special child, and

7) Identifying several local agencies for the purpose of referral.

Content covers intellectual, language, motor (fine and gross), emotional and social developmental areas as well as the concepts of individual differences and developmental tasks. Students are introduced to a number of commonly used screening tests in the separate developmental areas:

- Illinois Test of Psycholinguistic Abilities
- Peabody Picture Vocabulary
- Wepman Auditory Discrimination Test
- Wechsler Preschool and Primary Scale
- Purdue Perceptional-Motor Survey

Learning activities are keyed to the performance objectives and cover content and process. The section concludes with a comprehensive list of bibliographical references.

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	Bibliography	
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ISC	Format	

DOCUMENT 4[illegible]

Gerstein, H. and Lingham, M. Orientation Module.
Philadelphia, Pennsylvania: The Child Development
Associate Project of the Community College of Philadelphia,
Research for Better Schools, Inc., and the School District
of Philadelphia, 1974, 75 pp. $2.35.

SUBJECT INDEX: Self-evaluation.

DESCRIPTION: The Orientation Module was designed by the Child Development Associate Project of the Community College of Philadelphia, Research for Better Schools, Inc., and the School District of Philadelphia to provide the entering trainee with basic information about the training program.

With the exception of an audio tape, all materials necessary for completing the thirteen activities in the module are provided in this document, which is divided into three sections: a section providing specific directions for a resource person, another section with specific directions to the trainee, and a third section containing the content for each activity. By proceeding through the self-instructional materials, the trainee becomes acquainted with:

1) "Major Components of the Program: Units, Modules, and Activities." Each of the seven instructional units which comprise the program covers different CDA competencies, and each unit is further broken down into several modules. Each module consists of three types of activities: learning, field and checking. "Learning" activities involve information, or content, and "field" activities require the trainee to apply that content in the field. "Checking" activities provide the trainee with an opportunity to self-check his or her own learning of content.

2) "The Principal Trainers: The Resource Person and the Field Supervisor." The resource person works with the trainees in the weekly class sessions, primarily in the role of facilitator; and the field supervisor, also in the role of helper, works with the trainees in the preschool centers.

3) "The Record Keeping Forms and Their Use: Trainee Log, Trainee Unit Record, Competency Record, Trainee Activity Record, Field Activity Log and Questionnaire." The goal of record keeping is to facilitate the training process and provide a method for documentation. Kept by the trainee, the forms provide information regarding activities, modules and units completed, and competencies that have been mastered. All records become part of the trainee's portfolio.

The two-page "Questionnaire" is completed after each module and provides the project personnel with trainee feedback regarding the ease or difficulty of material, interest level, evaluation of module length and quality of activities.

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x	Pre & Exit Assessment	
x	Portfolio Documentation	
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C	Format	

DOCUMENT 49.

Thompson, H. Planning The Physical Environment of the Classroom. Philadelphia, Pennsylvania: The Child Development Associate Project of the Community College of Philadelphia, Research for Better Schools, Inc., and the School District of Philadelphia, n.d., $2.90.

SUBJECT INDEX: Environment. Healthy, Safe.

DESCRIPTION: (The next five modules making up Unit 1: Health and Safety in the Classroom, were not reviewed by University Research Corporation. The descriptions which follow were submitted by Ms. Marcella Lingham, Child Development Associate Project Director.)

Planning The Physical Environment of the Classroom is the first module of the series in Unit 1. This module is to instruct trainees: to recognize unsafe or unhealthy conditions in the preschool setting (including but not limited to conditions that represent a violation of state laws); to know the reasons for adhering to state and other standards; and to have some idea how to go about correcting unsafe or unhealthy conditions.

The content of the module is focused on the following competencies:

- The trainee is able to provide the appropriate light, temperature and ventilation to foster healthy conditions for young children, and

- The trainee is able to make the appropriate corrections or recommendations for corrections in the physical environment which meet state and local standards for health and safety.

DOCUMENT 50.

Thompson, H. Selecting and Maintaining Equipment and Materials. Philadelphia, Pennsylvania: The Child Development Associate Project of the Community College of Philadelphia, Research for Better Schools, Inc., and the School District of Philadelphia, n.d. $5.45.

SUBJECT INDEX: Environment. Equipment. Room arrangement. Safe.

DESCRIPTION: Selecting and Maintaining Equipment and Materials is module two of Unit 1: Health and Safety in the Classroom.

The purpose of the module is to instruct trainees in the selection, maintenance, placing, and use of equipment and materials in the preschool for maximum safety for children and staff.

The content of the module is focused on the following competencies:

- The trainee is able to select appropriate equipment for the classroom,
- The trainee is able to select appropriate materials for the classroom,
- The trainee can place and label objects so that children are able to locate, reach, use and replace them,
- The trainee is able to instruct children in how to locate, use and replace equipment, and
- The trainee is able to supervise potentially dangerous activities.

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DOCUMENT 51.

Gerstein, H. Handling Emergencies in the Classroom. Philadelphia, Pennsylvania: The Child Development Associate Project of the Community College of Philadelphia, Research for Better Schools, Inc., and the School District of Philadelphia, n.d. $2.45.

SUBJECT INDEX: Environment. First aid. Healthy. Roles. Safe.

DESCRIPTION: Handling Emergencies in the Classroom is the third module in Unit 1: Health and Safety in the Classroom. The purpose of the module is to help trainees acquire knowledge about what to do if a preschool child has an accident such as a severe fall, swallows poisons or receives cuts or burns which require immediate treatment prior to help being obtained. Distinctions about their role and functions in terms of administering first aid and the help of a nurse or doctor are made.

The content of the module is focused on the following competency:

- The trainee is able to use appropriate procedures for treating the injuries.

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	Personal Capacities	
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x	Portfolio Documentation	
	Bibliography	
	Media Materials	
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DOCUMENT 52.

Sanders, H. Nutrition for Young Children. Philadelphia, Pennsylvania: The Child Development Associate Project of the Community College of Philadelphia, Research for Better Schools, Inc., and the School District of Philadelphia, n.d., $3.90.

SUBJECT INDEX: Child development theory and principles. Food preparation. Healthy. Meals. Nutrition. Planning. Safe. Snacks. Stages of development.

DESCRIPTION: Nutrition for Young Children is module four in Unit 1: Health and Safety in the Classroom. The purpose of the module is to help the trainee understand the importance of nutrition in a child's growth and development. As a result of this module study, it is hoped that the trainee will have an understanding of the necessity of food for the sustenance of life, growth, good health and energy. A knowledge of the different nutrients, their food sources and their availability through a variety and combination of different foods is stressed. The way food is handled, its safety, and appearance is also considered in this module.

The content of the module is focused on the following competencies:

- The trainee can select various foods that are essentially nutritious,
- The trainee can specify daily food requirements relative to age and growth characteristics,
- The trainee can plan and select an essentially nutritious daily meal plan for children three to five years of age, and
- The trainee can supervise mealtimes.

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	Personal Capacities	
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DOCUMENT 53.

Gerstein, H. Working with Special Children. Philadelphia, Pennsylvania: The Child Development Associate Project of the Community College of Philadelphia, Research for Better Schools, Inc., and the School District of Philadelphia, n.d. $3.85.

SUBJECT INDEX: Child development theory and principles. Children with special needs. Cognitive. Emotions and feelings. Evaluation of children. Guiding children. Handicapped children. Learning theory. Observation of behavior. Perceptual-motor development. Physical. Referral and rehabilitation. Social services.

DESCRIPTION: Working with Special Children is the final module in Unit 1: Health and Safety in the Classroom. The purpose of the module is to help trainees begin to recognize symptoms of problems which preschool children may have and which could interfere with their being able to function either academically or socially in a classroom setting. Visual, learning, motor, hyperactivity and emotional problems are defined and symptoms for each problem are described. Considerable attention is also given to helping trainees understand the special way of dealing with these children in a normal classroom setting and also the procedures which should be used for referring these children for specialized diagnosis.

The content of the module is focused on the following competencies:

- The trainee is able to recognize children who have problems and can identify some of the symptoms,
- The trainee is able to provide appropriate learning experiences for children with problems, and
- The trainee is able to follow the appropriate procedures for getting help for children with special problems.

The purpose of observation and some types of observational techniques is introduced in this module. Practice is provided for the trainee in the use of one of the observational techniques--the observational checklist.

(This document concludes the descriptions provided by Ms. Marcella Lingham.)

DOCUMENT 54.

Thompson, H. Understanding the Personal and Social Development of Young Children. Philadelphia, Pennsylvania. The Child Development Associate Project of the Community College of Philadelphia, Research for Better Schools, Inc., and the School District of Philadelphia, 1974, 263 pp. $13.35.

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x	Portfolio Documentation	
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SUBJECT INDEX: Body image. Case study. Child development theory and principles. Culture. Emotions and feelings. Evaluation of children. Guiding children. Human development. Individual differences. Individual strength. Observation of behavior. Physical. Play. Self-concept. Social. Social/emotional competence. Stages of development.

DESCRIPTION: Understanding the Personal and Social Development of Young Children is the first of five modules in Unit II, Personal and Social Development of Young Children. With the exception of videotapes and slides, all content necessary for completion of the twenty activities encompassed by the module is included in the booklet. Also included are specific instructions for the resource person, field supervisor and the trainee, and all necessary forms.

The module delineates the major competency and entry, intermediate and mastery level instructional and behavioral objectives. The major competency specified for this module is "the ability to make and maintain an accurate profile of a child's personal and social development." Instructional objectives range from knowledge about child development principles concerning the development of a sense of indetity at entry, to identifying behaviors that relate to a sense of identity at the intermediate level, to constructing a profile of an individual child at mastery level. Behavioral objectives follow a similar route: successful passing of a multiple-choice examination about the development of a sense of identity at entry level, to identifying behaviors based on a videotape recording at intermediate level, to developing and maintaining an accurate profile of a child at a preschool center for a four-week period.

Trainees make application of concepts concerning the development of identity, socialization and self-worth by applying techniques for observing the behavior of three to five year-old children as it relates to each of these areas. Major focus for content is on:

- Principles of growth and development,
- The order of development,
- Concept of developmental tasks,

- A modification of Erikson's theory of development in relation to the growth of self-worth,
- Growth of self-identity,
- Relationship between a sense of identity and self-worth,
- The process of socialization,
- Stages of development evidenced in children's play behavior, and
- The development of a sense of social identity.

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x	Pre & Exit Assessment	
x	Portfolio Documentation	
	Bibliography	
	Media Materials	
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DOCUMENT 55.

Gerstein, H. Planning Curriculum for the Personal Development of Young Children. Philadelphia, Pennsylvania: The Child Development Associate Project of the Community College of Philadelphia, Research for Better Schools, Inc. and the School District of Philadelphia, 1974, 118 pp. $6.65.

SUBJECT INDEX: Environment. Equipment. Furniture. Individual strength. Lesson plans. Planning. Room arrangement. Self-concept. Space.

DESCRIPTION: Planning Curriculum for the Personal Development of Young Children is the second module of Unit II, Personal and Social Development of Young Children. The major focus of the module is for the trainee to understand how a child's sense of identity can be fostered by structuring the environment, and through direct teaching and planning for child-initiated activities. A sense of identity is defined as answering the questions: Who am I? What do I look like? Where do I live?

Instructional and behavioral objectives are listed for entry, intermediate and mastery levels. At entry level the trainee has knowledge about and can differentiate between lessons, activities and environmental conditions which teach the child about him or herself. At the intermediate level the trainee knows how to select and record lessons, activities and environmental conditions, and at mastery level can set up and maintain a card file of materials for each of the three categories

The twelve learning activities involve the trainee in:

- Differentiating between lessons, activities and environmental conditions,
- Making lists of lessons, activities, and arranging the environment for teaching answers to each question of self-identity,
- Drawing floor plans and making lists of room equipment and furniture to teach sense of identity,
- Differentiating between lessons and techniques,
- Making classroom observations by means of an observational chart, and
- Making and maintaining card files.

All necessary materials and content for module completion are found in the above document.

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x	Academic / Field Int.	
x	Pre & Exit Assessment	
x	Portfolio Documentation	
	Bibliography	
	Media Materials	
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DOCUMENT 56.

Gerstein, H. and Stern, T. Planning Lessons for the Personal and Social Development of Young Children. Philadelphia, Pennsylvania: The Child Development Associate Project of the Community College of Philadelphia, Research for Better Schools, Inc., and the School District of Philadelphia, 1974, 120 pp. $6.35.

SUBJECT INDEX: Behavioral objectives. Lesson plans. Planning. Self-concept. Self-evaluation. Social

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DESCRIPTION: Planning Lessons for the Personal and Social Development of Young Children is the third module in Unit II, Personal and Social Development of Young Children. The major purpose of the module is to help trainees write a lesson plan and teach a lesson from the plan. More emphasis is placed on the skill of writing the lesson plan than on personal and social development content.

The module contains separate and specific directions for the resource person, the field supervisor and the trainee. Activities for the trainee are of three types--learning, field and checking--and include:

- Writing behavioral objectives,
- Analyzing behavioral objectives,
- Matching materials and techniques to behavioral objectives,
- Making field observations of lessons, materials and techniques,
- Evaluating lessons which have been observed,
- Writing lesson plans according to formula,
- Practicing teaching from a lesson plan using peers as subjects, and videotaping the peer teaching,
- Evaluating the peer teaching,
- Teaching from the lesson plan in the preschool center, and
- Self-evaluation.

DOCUMENT 57.

Gerstein, H. Planning Curriculum for the Social Development of Young Children. Philadelphia, Pennsylvania: The Child Development Associate Project of the Community College of Philadelphia, Research for Better Schools, Inc. and the School District of Philadelphia, 1974, 94 pp. $5.40.

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	Personal Capacities	
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x	Academic/ Field Int.	
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SUBJECT INDEX: Evaluation of children. Guiding children. Observation of behavior. Play. Self-evaluation. Snacks. Social.

DESCRIPTION: Planning Curriculum for the Social Development of Young Children is the fourth module in Unit II, Personal and Social Development of Young Children. Content for the module focuses on stages of social development as evidenced in children's play, and the skills required by the teacher in attempting to move a child from one level of play to the next.

Instructional and behavioral objectives for the trainees are listed for entry, intermediate and mastery levels of competence. Trainees progress from identifying the three play levels--solitary, associative and cooperative--by studying photographs of children, to making observation of children in the centers, to making plans for getting children together who will be able to play well together, and finally at the mastery level, to planning and implementing activities which foster socialization at the appropriate level of play.

Field activities for the trainees include:

- Listing classroom materials and evaluating their appropriateness for different levels of play ,
- Assessing whether the classroom provides a balance of materials for the three types of play ,
- Using snack time in the center to enhance socialization based on play levels observed ,
- Making ten-minute observations of each child in the center to determine play level, and
- After first identifying a child at solitary or associative play, working with that child to move him or her to the next level of play. A week's log of the trainee's interactions are written up for this mastery level field activity.

DOCUMENT 58.

Gerstein, H. Social-Inter-personal Skills. Philadelphia, Pennsylvania: The Child Development Associate Project of the Community College of Philadelphia, Research for Better Schools, Inc., and the School District of Philadelphia, 1974, 185 pp. $8.45.

SUBJECT INDEX: Communication. Emotions and feelings. Interpersonal relationships. Listening activities. Observation of behavior. Social.

DESCRIPTION: Social-Inter-personal Skills is the final module in Unit II, Personal and Social Development of Young Children, of the Child Development Associate Project of the Community College of Philadelphia, Research for Better Schools, Inc. and the School District of Philadelphia. Based on the human relations skills taught in the Art of Helping by Robert R. Carkhoff, the purpose of the module is to help trainees learn how to effectively use the skills of listening, observing and responding with preschool children.

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With the exception of a videotape and an audio cassette, all necessary content and forms for module completion are included in the document, above. Separate instructions are given for the resource person, the field supervisor and the trainee.

There are fourteen activities included in the module: learning, field and checking. With the exception of three field activities and two checking activities using media materials, the learning activities require trainees to work in groups of three. As with the other Unit II modules, both instructional objectives and behavioral objectives are listed for three levels: entry, intermediate and mastery.

Trainees proceed through progressively more complex levels of activities including:

- Learning how to observe peers and children's nonverbal communication,
- Learning how to listen carefully,
- Practicing responding skills, and
- Practicing observing a child while talking to him or her.

At the mastery level, the student is required to observe a "problem" child in the classroom for three different half-hour periods, record the child's verbalizations and nonverbal behavior, interpret the feelings based on the behaviors, and arrange to have one five-minute talk with the child about his or her feelings. The field supervisor observes the last half-hour observation period and the talk with the child to check on observing, listening and responding skills.

DOCUMENT 59.

Child Development Associate Project Staff. Unit III - Development of Cognitive Skills in Young Children: Unit Overview. Philadelphia, Pennsylvania: The Child Development Associate Project of the Community College of Philadelphia, Research for Better Schools, Inc., and the School District of Philadelphia, 1974, 4 pp. $ .25.

SUBJECT INDEX: Child development theory and principles. Cognitive.

DESCRIPTION: This module is the overview for Unit III - Development of Cognitive Skills in Young Children. It introduces the unit to follow and provides a brief summary of characteristics of young children's thinking.

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	Personal Capacities	
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DOCUMENT 60.

Gerstein, H. Language Arts Development with Young Children. Philadelphia, Pennsylvania: Child Development Associate Project of the Community College of Philadelphia, Research for Better Schools, Inc. and the School District of Philadelphia, 1974, 167 pp. $9.70.

SUBJECT INDEX: Books. Cognitive. Emotions and feelings. Environment. Flannel board. Language. Learning centers. Lesson plans. Listening activities. Manuscript writing. Planning. Puppets. Reading readiness. Room arrangement. Sensory learning. Storytelling. Vocabulary.

DESCRIPTION: Language Arts Development with Young Children is the first of four modules in Unit III, Development of Cognitive Skills in Young Children. Content and activities are designed to acquaint the student with a variety of experiences to promote language development in young children, and to help students understand the relationship of language skills and cognitive development.

Both instructional and behavioral objectives are included for three separate levels: entry, intermediate and mastery. Emphasis is placed at the entry level on ensuring that the student knows "what" to do, at the intermediate level on knowing "how" to do, and at the mastery level on "to do"; e.g.:

1) At entry level: "The trainee will know what to do to read a story to children, what an experience story is, some centers to foster language arts,

2) At intermediate level: "The trainee will know how to plan for reading a story, procedures and planning required to write an experience chart, how to set up language arts centers," and

3) At mastery level: "The trainee will read a story, teach a lesson using an experience chart, set up a reading and listening center, and teach a lesson to children on writing their own books."

Activities are consistent with the objectives in that they move through the levels of complexity. At entry the student experiences activities personally, then practices the activities (sometimes with peers), and finally does the activities with children in the classroom. Some activities are:

- Making and using a flannel board ,
- Writing lesson plans,
- Reading books for different purposes: pleasure, information, understanding,
- Working with floor plans,
- Beginning a card file of children's books,
- Writing own books -- how to help children write own books,
- Writing experience stories, and
- Making listening centers.

At the mastery level the student is observed in the classroom by the field supervisor.

The module includes separate, step-by-step directions for the resource person, the field supervisor and the student.

A "Trainee Activity Record" provides a means of record keeping for activity completion and comments. With the exception of an audio cassette used in a pre-test activity, all necessary forms and content are included in the document, above.

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	Media Materials	
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DOCUMENT 61.

Sanders, H., Lingham, M., and Gerstein, H. Beginning Social Studies Development with Young Children. Philadelphia, Pennsylvania: The Child Development Associate Project of the Community College of Philadelphia, Research for Better Schools, Inc., and the School District of Philadelphia, 1974, 130 pp. $7.45.

SUBJECT INDEX: Cognitive. Community. Environment. Lesson plans. Parents (family unit). Social studies.

DESCRIPTION: The second module of Unit III, Development of Cognitive Skills in Young Children, Beginning Social Studies Development with Young Children, is designed to help trainees:

1) Develop social studies experiences for children concerning family, school and community,

2) Identify lessons, activities and environmental conditions in the preschool center that can provide social studies experiences, and

3) Plan and develop social studies experiences that incorporate the cognitive skills of comparing, contrasting, classifying and seeing patterns.

Content and activities involve students in learning how to help children organize facts and information about

- The family - size and members,
- The family as a social group,
- How families are alike and different,
- Jobs and responsibilities in the family, and
- Community helpers.

The student makes observations in the preschool center to identify lessons, activities and environmental conditions applicable to social studies experiences. At the mastery level the student

- Selects one topic from an area of social studies and one cognitive skill,
- Plans and develops one lesson plan, two activities, and one environmental condition based on the topic and skill,

- Makes a list of books, records, pictures, and films to be used to teach the topic in the center,

- Discusses with the field supervisor the relationship between the lesson plan, activities, environmental conditions, resources and the cognitive skill to be developed, and

- Teaches the lesson from the lesson plan while being observed by the field supervisor.

All necessary forms, including the observation sheet and lesson planning sheets are provided in the module.

	I	COMPETENCIES
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	VI	
	Personal Capacities	
x	Individualization	
x	Academic/ Field Int.	
x	Pre & Exit Assessment	
x	Portfolio Documentation	
	Bibliography	
	Media Materials	
C	Format	

DOCUMENT 62.

Gerstein, H. Beginning Science Development with Young Children. Philadelphia, Pennsylvania: The Child Development Associate Project of the Community College of Philadelphia, Research for Better Schools, Inc., and the School District of Philadelphia, 1974, 112 pp. $6.70.

SUBJECT INDEX: Cognitive. Environment. Equipment. Lesson plans. Scheduling. Science.

DESCRIPTION: Beginning Science Development with Young Children is the third module of Unit III, Development of Cognitive Skills in Young Children, and has as its major purpose to develop the competence of the student in selecting, planning, and implementing a science project appropriate for preschool children.

Instructional and behavioral objectives are written for three levels: entry, intermediate, and mastery, with entry levels focusing on "what," intermediate on "why," and mastery on "implementation." For example:

1) At entry level: "The trainee (student) will know what science for a preschool child is, what skills the child should acquire for understanding science, and what a science project is,"

2) At intermediate level: "The trainee (student) will know why science is important for the child, why the skills are important, and how to develop a plan for a project to teach the skills," and

3) At mastery level: "The trainee (student) will be able to implement the teaching of a planned science project."

Content and activiti[illegible]e consistent with objectives and include:

- Science content (living things, matter and energy, stars and universe, and the earth's crust) and what concepts are applicable at the preschool level,
- The scientific method,
- Science teaching resources,
- Three types of objectives for science projects: content, science skills, and cognitive skills,

- Themes for science projects,
- Informal learning experiences for science during snack, outdoor play time, etc.,
- Writing lesson plans, activity cards, and environmental conditions cards for the science project,
- Making a calendar of events for the project, and
- Project implementation at the mastery level.

Complete instructions are given for the resource person, the field supervisor and the student. All forms necessary for module completion are included in the document.

DOCUMENT 63.

Gerstein, H., and Lingham, M. *Beginning the Development of Mathematical Skills with Young Children*. Philadelphia, Pennsylvania: The Child Development Associate Project of the Community College of Philadelphia, Research for Better Schools, Inc. and the School District of Philadelphia, 1974, 206 pp. $10.55.

	I	COMPETENCIES
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	IV	
	V	
	VI	
	Personal Capacities	
x	Individualization	
x	Academic/Field Int.	
x	Pre & Exit Assessment	
x	Portfolio Documentation	
	Bibliography	
	Media Materials	
C	Format	

SUBJECT INDEX: Cognitive. Games. Lesson plans. Mathematics. Planning. Sensory learning. Singing. Vocabulary.

DESCRIPTION: Module four, *Beginning the Development of Mathematical Skills with Young Children is the last* module in Unit III, Development of Cognitive Skills in Young Children Emphasis is on three specific competencies for the trainee (student):

1) The ability to provide experiences which foster the ordering of objects by color, shape, size, number and function,

2) The ability to provide experiences which foster the comparison of objects with other objects, attributes, and symbol representation, and

3) The ability to provide unstructured opportunities for the above experiences in the classroom.

In keeping with the module objectives, which are stated in instructional as well as behavioral terms, activities increase in complexity and involvement, and culminate at the mastery level with the student planning and implementing a mathematics lesson in the classroom. Content focuses on the teaching of objects in relation to the cognitive skills of comparing and contrasting, seeing patterns and classifying objects:

- Location of objects in space,
- Description of objects according to shape,
- Grouping objects,
- Matching objects, and
- Rational counting.

Students investigate resources both in and out of the classroom to teach the skills. They study and collect mathematics games, and finally design a mathematics game to be used in the mastery activity. At that time they write a lesson plan and teach from the plan. The lesson is evaluated by the field supervisor according to whether:

- The game taught the skill stated,
- The objective met the skill,
- The game was fun for the children, and
- The children could play the game.

	x	I	COMPETENCIES
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	x	VI	
	x	Personal Capacities	
		Individualization	
		Academic/ Field Int.	
		Pre & Exit Assessment	
		Portfolio Documentation	
	x	Bibliography	
		Media Materials	
Handbook		Format	

DOCUMENT 64.

Dower, S. Handbook of Competencies. Edinboro State College: California State College Press, 1974, 139 pp., $6.50.

SUBJECT INDEX: Advocacy. Children with special needs. Creative. Culture. Environment. Group management. Home/ Center. Language. Parents. Physical. Planning. Safe. Social. Supplementary resource materials.

DESCRIPTION: This handbook was developed by the Head Start Supplementary Training Program at Edinboro State College to facilitate CDA training by:

- Identifying the basic competencies and providing a means for their revision,
- Providing trainees with a comprehensive list of resources and activities geared to the competency areas,
- Aiding trainees in organizing and designing individualized training programs, and
- Serving as an ongoing record of trainee's growth.

The document is color-coded and divided into six sections, one for each competency area. Each section includes:

1) The "official" CDA competency area statements as published by the Office of Child Development,

2) The Head Start Performance Standards applicable to that competency area,

3) A glossary of terms,

4) Itemized competency statements sub-grouped under each competency area as follows:

I.	II.	III.
Environment	Physical	Responsibility
Materials	Language	Environment & Acceptance
Organization	Creativity	Language
Safety	Problem Solving	Materials
	Social Living	Special Needs

IV.	V.	VI.
Group Activities	Trust	Personal Growth
Cultural Variation	Parent in Classroom	Management Functions
Advocacy	Parent and Child	Planning & Training

5) An evaluation checklist geared to the competency statements in each sub-group. The checklist appears on the page adjacent to the statements and provides space for competency number, activity engaged in, resources, method of evaluation, competency level, and time of evaluation (initial, final),

6) Suggested activities for demonstrating competence in each sub-group, and

7) Suggested resources for each sub-group.

Also included for the first three competency areas are listings of key competencies grouped together for the purposes of organizing "mini-courses."

DOCUMENT 65.

Beaty, J., and Minyard, A. Early Childhood/CDA Learning Modules. Elmira, New York: Elmira College, 1974, 150 pp. $6.00.

x	I	COMPETENCIES
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x	VI	
x	Personal Capacities	
x	Individualization	
x	Academic / Field Int	
x	Pre & Exit Assessment	
x	Portfolio Documentation	
x	Bibliography	
ST FS	Media Materials	
I	Format	

SUBJECT INDEX: Art. Blocks. Books. Case study. Child development theory and principles. Clay. Cognitive. Cooking activities. Creative. Creative materials and activities. Dance. Environment. Equipment. Evaluation of children. Field tips. Finger painting. Finger plays. Food preparation. Group management. Guiding children. Healthy. Home/Center. Housekeeping center. Individual strength. Language. Learning centers. Lesson plans. Library. Manipulative materials. Mathematics. Motor skills. Movement. Music. Observation of behavior. Outdoor play. Physical. Planning. Play. Poetry. Record keeping. Rhythmic activities. Room arrangement. Safe. Sand. Science. Self-concept. Self-evaluation. Singing. Snacks. Social. Social studies. Staff. Stages of development. Storytelling. Tempera painting. Vocabulary. Wheel toys. Woodwork.

DESCRIPTION: This document describes the Elmira College competency-based Early Childhood Program which is based on the CDA competencies. It is open to all Elmira early childhood undergraduates including those not involved in CDA training. The program encompasses twenty-one self-directed and field-based learning modules which carry two undergraduate credit hours each.

Module titles are: "Field Trips," "Books," "Parent Involvement," Setting up the Classroom," "The Role of Play," "Creative Expression: Art," "Preschool Science," "Cooking," "Self-Image," "Large Motor Development," "Speaking and Listening Skills," "Daily Program Planning," "Small Motor Coordination," "Creative Expression," "Music," "Health and Safety," "Preschool Math," "Discipline and Self-Control," "Pre-reading skills," "Individual Child Within the Group," "Team Work in the Classroom," and "Observing and Recording Children's Behavior." Each module has identifying letters and is keyed to one or more competency areas and one or more competency statements within a major competency area. This cross referencing is found on an observation instrument, the "Checklist of Classroom Competencies," which is used by the field trainer and student to determine the initial training plan. The learning modules which correspond to the competency statements are listed on the right side of the checklist in order to facilitate decision making regarding module choice.

All necessary information for module completion is included in the document with the exception of academic content. Textbook and multimedia references are included in a resource list for each module. In addition a complete and annotated listing of multimedia kits is found at the end of the document.

The same general format is used in describing each module. The following are examples for the module, "Field Trips:"

1) General and specific module objectives: The general objective is "to learn how to plan and carry out successful field trips." Specific objectives include:

   - Becoming aware of purposes for field trips,
   - Becoming acquainted with local field trip resources,
   - Planning and carrying out short-range trips within walking distance for a small group of children,
   - Planning and carrying out a long-range field trip for the entire group, including pre-trip site visit, class activities and focusing activities, and
   - Planning and carrying out post-trip follow-up activities.

2) A resource list: Textbook references in Grand and Gold, _Guiding the Learning Process_. Two multimedia kits: _Educational Field Trips for Young Children_ and _Community as a Classroom_.

3) Learning activities: Students are directed to read the textbook, view the slide/tapes, answer two question sheets (provided in the document) based on the multimedia kit (materials), make a card file for trip possibilities, list science and social studies concepts, write up plans and carry out field trips and related activities. (An activity for some of the other modules requires the student to assess individual children by means of a "Child Involvement Checklist," included in the document.)

4) Assessment: Assessments include three components: knowledge, process and outcome. Knowledge is demonstrated by the student in a discussion of his or her answers on the "Question Sheets." Process assessment is based on observation by the trainer of the student during a field trip, and a review of the plans. Outcome assessment involves a post-conference in which the trainer and student inspect and discuss the concepts, card files, etc., and determine whether the module has been completed to mutual satisfaction. The "Field Trainer Record" form (included in the document) serves as a record of module completion and/or further recommendations for training.

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x	Pre & Exit Assessment	
x	Portfolio Documentation	
	Bibliography	
	Media Materials	
ISC	Format	

DOCUMENT 66.

Gregory, H. *Creative Activities in Art, Literature and Music for the Pre-school Child*. El Paso, Texas: HSST/CDA, El Paso Community College, 1975, 100 pp. n.p.

SUBJECT INDEX: Art. Books. Child development theory and principles. Cognitive. Creative. Creative materials and activities. Dance. Language. Learning centers. Movement. Music. Musical instruments. Rhythmic activities. Singing. Stages of development.

DESCRIPTION: *Creative Activites in Art, Literature and Music for the Pre-school Child* encompasses three separate modules used at El Paso Community College for the course, Child Development 4106. The separate modules cover the separate content areas of art, literature, and music. Each module delineates performance objectives which relate to the CDA Competency Area II, and includes pre- and post-assessment activities, instructional activities, and content "handouts." Additional reading in specified textbooks is required in order to complete the modules.

Assessments include written essay-type and true-false type examinations as well as observation by the field trainer on ability to implement module objectives in field situations. An observation instrument is provided for the three content areas.

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	Personal Capacities	
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x	Academic/ Field Int.	
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x	Portfolio Documentation	
x	Bibliography	
	Media Materials	
ISC	Format	

DOCUMENT 67.

Chang, A. Module One: Preschool Environment. Experimental edition. Fall River, Massachusetts: Child Development Associate Training Program, 1974, 35 pp. $1.00.

SUBJECT INDEX: Art. Blocks. Books. Dramatic play. Environment. Equipment. Learning centers. Manipulative materials. Outdoor play. Room arrangement. Sand. Science. Sensory learning. Space. Water play.

DESCRIPTION: Module One: Preschool Environment focuses on three competency statements in Competency Area I:

1) To organize space into functional areas recognizable by the children; e.g., block building, library, dramatic play,

2) To maintain a planned arrangement for furniture, equipment and materials, for large and small motor skills learning, and for play materials that is understandable to the children, and

3) To organize the classroom so that it is possible for the children to be responsible for care of belongings and materials.

The module is color-coded and divided into two sections: assessment and training.

Specific directions are given for conducting the assessment. The trainer is to observe how the children use each activity area, specifically in reference to:

- How they find materials,
- How they use materials,
- What problems they have,
- When the teacher is called, and
- How the area is cleaned up.

This information is recorded for each activity area and entered on an "Observation Form" (provided in the document). Guidelines are included for evaluating the observations that have been made. The trainer and student then summarize the observations and the training plan is based on the summary.

The training pages include brief overview statements and questions concerning the following: room arrangement, atmosphere, storage, maintaining the room, outdoors or large activity room, blocks, manipulative materials, sensory materials and science, sand, water, art materials, dramatic role play, and book and coziness corner.

These training pages allow for individualization of training since the student only works with those training pages representing specific weaknesses as evidenced in the assessment.

DOCUMENT 68.

Chang, A. Module Two: Daily Schedule. Experimental edition. Fall River, Massachusetts: Child Development Associate Training Program, 1975, 25 pp. $1.00.

SUBJECT INDEX: Environment. Guiding children. Planning. Scheduling. Space.

DESCRIPTION: Module Two: Daily Schedule focuses on the daily schedule and transition periods as they relate specifically to competency statements in Competency Area I:

- To arrange the setting to allow for active movement as well as quiet engagement,
- To establish a planned sequence of active and quiet periods, of balanced indoor and outdoor activities, and
- To provide for flexibility of planned arrangements of space and schedule to adjust to special circumstances and needs of a particular group of children or make use of special educational opportunities.

The module is divided into two sections: assessment and training. The assessment section includes directions for use and requires the trainee to summarize the daily schedule, and the trainer to observe transition times: in the morning, two different activity times, before and after lunch and the transition of an individual child during an activity. An observation form is included for this purpose.

Guidelines are provided for evaluating the daily schedule and the observations of transitions. The trainer and student write a summary of the scheduling and transition observations, describing successes and difficulties. These summaries provide the basis for formulating the training plan.

The color-coded training pages present content and specific activities for the student for both training areas, as well as worksheets for designing a daily schedule and planning transition periods.

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	Personal Capacities	
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x	Academic/ Field Int.	
x	Pre & Exit Assessment	
x	Portfolio Documentation	
x	Bibliography	
	Media Materials	
ISC	Format	

x	I	COMPETENCIES
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	Personal Capacities	
x	Individualization	
x	Academic/ Field Int.	
x	Pre & Exit Assessment	
x	Portfolio Documentation	
	Bibliography	
	Media Materials	
I	Format	

DOCUMENT 69.

Nelson, K. E., Kautsky, L., Luecking, C., and Pflug, D. Physical Health and Safety. St. Louis, Missouri: Child Development Associate Pilot Program, Forest Park Community College, n.d., 7 pp. n.p.

SUBJECT INDEX: Child development theory and principles. Dental health. First aid. Guiding children. Healthy. Meals. Nutrition. Physical. Safe.

DESCRIPTION: Physical Health and Safety is the first of three modules in the "Maintaining A Safe and Healthy Learning Environment" component of the Forest Park CDA Pilot Program. Presented in outline form it includes directions to the student concerning:

1) Pre- and post-assessment,

2) Terminal goals,

3) Performance, product, and knowledge criteria for assessment, and

4) Learning experiences and learning resources.

Performance criteria are divided into fourteen categories with criterion statements for each category. Major categories include responsible supervision of children, maintenance of a hazard-free environment, use of safety practices, ability to handle emergency situations, conduct health inspections, report communicable diseases, acquire first aid certification, practice screening techniques, recognize the importance of preventive dental care, familiarize children with health agencies, guide children in forming concepts of activity and rest, plan a relaxing rest period, guide children in an understanding of body structure and function, and recognize the effect on the child of the adult's attitude toward toileting behavior.

Knowledge criteria for assessment include familiarity with:

- Licensing requirements for Missouri and two other states for comparison,
- First aid procedures,
- Communicable childhood diseases, and
- Principles of physical growth and development.

The product criteria are in reference to children's observed behaviors during entrance, meals, and personal care routines.

DOCUMENT 70.

Nelson, K. E., Kautsky, L., Luecking, C., and Pflug, D. Creative Use of Indoor and Outdoor Space. St. Louis, Missouri: Child Development Associate Pilot Program, Forest Park Community College, n.d., 5 pp. n.p.

x	I	COMPETENCIES
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	VI	
	Personal Capacities	
x	Individualization	
x	Academic/ Field Int	
x	Pre & Exit Assessment	
x	Portfolio Documentation	
x	Bibliography	
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SUBJECT INDEX: Environment. Equipment. Learning centers. Outdoor play. Room arrangement. Space.

DESCRIPTION: Creative Use of Indoor and Outdoor Space is module two of the "Maintaining A Safe and Healthy Learning Environment" component of the CDA Pilot Program at Forest Park. Instructions to the student are presented in outline format and include specifics for assessment, learning experiences and learning resources.

Content focuses on the basic areas of the early childhood classroom and the outdoor play space in relation to the goals of the program. Performance criteria for assessment include competencies relative to room arrangement, suitability of equipment, organization of materials, use of space, room attractiveness and children's participation in planning and maintaining the classroom environment.

Post-assessment requirements include making sketches of both the outdoor playground and the indoor classroom and discussing a series of questions consistent with performance, knowledge and product criteria.

DOCUMENT 71.

Nelson, K. E., Kautsky, L., Luecking, C., and Pflug, D.
Scheduling and Rhythm in the Environment. St. Louis, Missouri:
Child Development Associate Pilot Program, Forest Park Community
College, n.d., 6 pp. n.p.

SUBJECT INDEX: Field trips. Group management. Guiding children. Healthy. Scheduling.

DESCRIPTION: Scheduling and Rhythm in the Environment is the last module relating to the Competency A component in the CDA Pilot Program at Forest Park. All necessary instructions for the student are provided in the module, which is written in outline format. Content is not included in the module; however, a learning resource list gives directions concerning textbooks and other content materials.

Terminal goals for the student include the recognition of the potential impact of scheduling on the daily living experiences of adults and children, the importance of maintaining an appropriate balance between structure and flexibility and between individual and group needs. Learning experiences involve the student in:

- Setting up and evaluating a schedule to meet the needs of the present group of children,
- Planning a seminar on scheduling and timing based on observations, readings and experiences,
- Attending a working session on scheduling and timing, and
- Completing a "Teacher Structure Checklist" and discussing it with the trainer. (The checklist is included in the document.)

A post-assessment instrument, the "Observation Checklist for Scheduling and Timing" is included along with other post-assessment topics for discussion between trainer and student.

xx	I	COMPETENCIES
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x	Personal Capacities	
x	Individualization	
x	Academic/Field Int.	
x	Pre & Exit Assessment	
x	Portfolio Documentation	
x	Bibliography	
	Media Materials	
I	Format	

	I	COMPETENCIES
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	VI	
x	Personal Capacities	
x	Individualization	
x	Academic/ Field Int.	
x	Pre & Exit Assessment	
x	Portfolio Documentation	
x	Bibliography	
	Media Materials	
I	Format	

DOCUMENT 72.

Nelson, K. E., Kautsky, L., Luecking, C., and Pflug, D. Play. St. Louis, Missouri: Child Development Associate Pilot Program, Forest Park Community College, n.d., 6 pp. n.p.

SUBJECT INDEX: Child development theory and principles. Cognitive. Communication. Creative. Dramatic play. Emotions and feelings. Flannel board. Group management. Housekeeping center. Individual strength. Language. Physical. Play. Puppets. Reading readiness. Roles. Social. Space.

DESCRIPTION: Play is the first module of the CDA Competency Area B component of the CDA Pilot Program at Forest Park. Specifications concerning pre-assessment, post-assessment, learning activities, learning resources and assessment criteria are included in the module.

Major emphasis of the module is on the student's understanding of the meaning of play according to child development theory and principles, and the role of the teacher as resource person in providing guidance as the child works out creative and independent methods for accumulating, internalizing and applying personal learnings.

The document includes performance, product and knowledge criteria for assessment. Performance criteria is categorized into eight topics with separate criterion behaviors within each category. For example, one category is:

- The teacher takes advantage of opportunities to learn more about the children's ideas through their play behavior.

A criterion behavior in that category is:

- The teacher observes the roles the child assumes in group play.

Product criteria are observations of actual behaviors of the children:

- Moving from one interest center to another in a purposeful fashion,
- Cooperating and taking turns,
- Finding new ways to use familiar objects, and
- Putting away and taking care of materials, etc.

In the post-assessment the student responds on tape or in writing to a series of questions on the teacher's role in play, the meaning of play, and the relationship between play and children's planning, decision making, communication, imagination, readiness for reading and social development.

DOCUMENT 73.

Pflug, D., and Nelson, K. E. The Teaching-Learning Process in Young Children. St. Louis, Missouri: Child Development Associate Pilot Program, Forest Park Community College, n.d., 11 pp. n.p.

	I	COMPETENCIES
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	VI	
x	Personal Capacities	
x	Individualization	
x	Academic/ Field Int.	
x	Pre & Exit Assessment	
x	Portfolio Documentation	
x	Bibliography	
	Media Materials	
x	Format	

SUBJECT INDEX: Case study. Child development theory and principles. Cognitive. Creative. Guiding children. Human development. Individual differences. Language. Learning theory. Parents (involvement). Physical. Self-evaluation. Stages of development. Values.

DESCRIPTION: Module two, Competency B, The Teaching-Learning Process in Young Children, involves the student in an exploration of learning theories, principles of learning and applying theory to young children's functioning, generally, and to individual learning styles of the children in the student's center, specifically. One of the terminal goals for the module is that the student's values and understanding of the nature of the whole child and the uniqueness of the child will be reflected in the way he or she relates to the children.

The module is presented in an outline format and includes complete instructions for the student specifying pre- and post-assessments and performance, product and knowledge criteria for assesment. The student is referred to a learning resource list for academic content reference.

Performance criteria for assessment include attitudinal dimensions; e.g., "The CDA models a zest for learning with other staff, parents, and with the children." It also includes knowledge dimensions: "The CDA reflects knowledge of more than one learning theory and its particular values to individual children; is aware of the different levels of development in particular areas with individual children." Skill dimensions are likewise evaluated: "The CDA nurtures decision-making by individuals and the group; plans with and enables children's planing in the life of the group."

The trainer and the student choose from a list of learning experiences provided in the module or make substitutions. Examples from the list in the document are:

1) Reading theories of learning in textbooks and delineating significant aspects,

2) Assessing case study learning styles,

3) Making application of learning theory to a learning experience in the student's child group,

4) Describing specified learning activities in the center (i.e., problem-solving, language development, pre-reading, evaluation).

Post-assessment questions require the student to integrate program activities, characteristics of young children, learning theory and goals of the program.

	I	COMPETENCIES
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x	Personal Capacities	
x	Individualization	
x	Academic/ Field Int.	
x	Pre & Exit Assessment	
x	Portfolio Documentation	
x	Bibliography	
	Media Materials	
I	Format	

DOCUMENT 74.

Nelson, K. E., and Farr, K. Development of Creative Expression. St. Louis, Missouri: Child Development Associate Pilot Program, Forest Park Community College, n.d., 7 pp. n.p.

SUBJECT INDEX: Art. Blocks. Clay. Cognitive. Creative. Creative materials and activities. Dramatic play. Emotions and feelings. Finger painting. Guiding children. Manipulative materials. Music. Parents (communication). Sand. Stages of development. Tempera painting. Water play. Woodwork.

DESCRIPTION: Module three, The Development of Creative Expression, concludes the Competency B component of the CDA Pilot Program at Forest Park. The module includes instructional materials regarding pre- and post-assessments, terminal goals, learning experiences, learning resources, and performance, product and knowledge criteria for assessment.

The major focus of the module is for the student to develop an awareness and appreciation of the importance of creative expression for the child. Performance criteria for assessment include:

- Giving the children sufficient time to assimilate, reflect, organize and create,
- Encouraging children to appreciate the beauty around them,
- Avoiding competition,
- Clearly defining and consistently maintaining limits,
- Modeling and encouraging habits of observation, questioning and listening,
- Assuring children that it is all right to express feelings, sometimes by channeling them into nonverbal means of expression.
- Providing activities in which children can experience success at each age level, and
- Interpreting to parents, helping them to understand the purpose of creative developmental art.

Product criteria for assessment are children's behaviors which indicate "openness," heightened sensitivity and a growing sense of self. Specifics of these three behaviors are included in the module. In the post-assessment students are required to make application of content relative to originality of ideas, clarification of ideas and concepts, etc. to specific creative activities in the preschool: painting, blocks, creative dramatics, etc.

DOCUMENT 75.

Farr, K., Nelson, K. E., and Pennington, G. Self-Concept of the Young Child. Module 1, Competency C. St. Louis, Missouri: Child Development Associate Pilot Program, Forest Park Community College, n.d., 7 pp. n.p.

	I	COMPETENCIES
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x	Pre & Exit Assessment	
x	Portfolio Documentation	
x	Bibliography	
	Media Materials	
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SUBJECT INDEX: Body image. Child development theory and principles. Evaluation of children. Group management. Guiding children. Individual strength. Observation of behavior. Room arrangement. Scheduling. Self-concept. Self-evaluation. Social.

DESCRIPTION: The Self-Concept of the Young Child is the first of two modules in the Competency C component of the CDA Pilot Program at Forest Park. Terminal goals for the student include:

1) Developing an awareness of her or his own self-concept in order to better understand the children's search for self-identity,

2) Developing a basic knowledge of growth and development principles to serve as a basis for planning activities to help the child toward self-discovery,

3) Developing an understanding of the relationship between a child's behavior and her or his self-concept, and

4) Developing an awareness of the relationship between family and social factors and the child's developing self-concept.

Knowledge criteria for assessment include the ability to state the relationship between room arrangement, scheduling and programming and the development of the child's self-concept; how the center program helps each child to feel adequate, capable of dealing with the world, likeable, valued, and intrinsically worthy and free. In the post-assessment, the student is required also to discuss the relationship between discipline, classroom management and the child's self-esteem.

Although the module has a major focus on the development of a positive self-concept, Competency C, there are many elements included applicable to Competency Area IV, or D.

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x	Pre & Exit Assessment	
x	Portfolio Documentation	
x	Bibliography	
	Media Materials	
I	Format	

DOCUMENT 76.

Nelson, K. E. Individual Differences. Module 2, Competency C. St. Louis, Missouri: Child Development Associate Pilot Program, Forest Park Community College, n.d., 7 pp. n.p.

SUBJECT INDEX: Case study. Child development theory and principles. Cognitive. Creative. Culture. Emotions and feelings. Evaluation of children. Individual differences. Individual strength. Language. Observation of behavior. Parents (child-relationships). Physical. Recording of behavior. Record keeping. Referral and rehabilitation. Self-concept. Social. Speech. Vocabulary.

DESCRIPTION: Although included in the Competency C component, module two, Individual Differences, is also pertinent to Competency Areas II, IV, V, and VI, since the major focus for the module is on observing and recording children's behavior in the areas of:

1) Motor development,

2) Language development,

3) Cognitive development,

4) Social development,

5) Emotional development, and

6) The development of a sense of trust, autonomy and initiative.

Not only does the student learn to observe and record behavior in each area, but knowledge criteria for assessment require that a series of activities be planned that will be diagnostic in nature. These activities are to be placed in a notebook or a card file for the use of other teachers, aides, and/or volunteers in the program.

In the post-assessment the student is required to make a total plan for observations in the center to include: methodology, focus, handling of recommendations, method of setting goals for individual children based on the observation, method for recording progress, plan for updating observations, and a plan to evaluate the process.

The module is written in outline format and does not include content. Instead, the student is supplied with a list of learning resources with some assigned reading.

	I	COMPETENCIES
	II	
	III	
x	IV	
	V	
	VI	
x	Personal Capacities	
x	Individualization	
x	Academic/ Field Int.	
x	Pre & Exit Assessment	
x	Portfolio Documentation	
x	Bibliography	
	Media Materials	
I	Format	

DOCUMENT 77.

Nelson, K. E., Farr, K. and Pennington, G. Teacher-Child Relationships - Classroom Management. Module 1., Competency D. St. Louis, Missouri: Child Development Associate Pilot Program, Forest Park Community College, n.d. 7 pp. n.p.

SUBJECT INDEX: Communication. Emotions and feelings. Group management. Guiding children. Individual strength. Interpersonal relationships. Parents (conference). Planning. Play. Psychological needs. Room arrangement. Scheduling. Self-concept. Self-evaluation. Social.

DESCRIPTION: Teacher-Child Relationships - Classroom Management is one of two modules in the Competency D component of the Child Development Associate Pilot Program at Forest Park. Included are terminal goals and instructions concerning pre- and post-assessment, learning experiences, learning resources and performance, product and knowledge criteria for assessment. The major goal for the student is the ability to create a social climate which allows children to make the type of choices that foster feelings of self-esteem. The student is expected to demonstrate an understanding of:

- The relationship between freedom and limits,
- The concept that gradually expanding freedom of choice and gradual assumption of responsibility for choice are basic to the child's development,
- The interrelationship of scheduling, planning, classroom arrangement and adult-child functioning.

The performance criteria list is extensive and includes nineteen competence indicators. A pre-assessment instrument is used again for the post-assessment and is also used in one of the learning activities. It is a method for checking a teacher's interactions with children in order to assess the social-emotional climate of the classroom.

	I	COMPETENCIES
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	III	
x	IV	
	V	
x	VI	
x	Personal Capacities	
x	Individualization	
x	Academic/ Field Int.	
x	Pre & Exit Assessment	
x	Portfolio Documentation	
x	Bibliography	
	Media Materials	
I	Format	

DOCUMENT 78.

Nelson, K. E. Adult Relationships in the Child Care Facility. Module 2, Competency D. St. Louis, Missouri: Child Development Associate Pilot Program, Forest Park Community College, n.d, 6 pp. n.p.

SUBJECT INDEX: Communication. Interpersonal relationships. Self-evaluation. Social. Staff.

DESCRIPTION: The purpose of Module 2, Adult Relationships in the Child Care Facility is for the student to become aware of the many factors entering into interpersonal relationships among staff members and the ultimate effect of that interplay on the classroom life of both children and adults. One of the terminal goals for this module is for the student to examine the complex network of factors in interrelationships:

- Self-knowledge,
- Development of a positive self-image,
- Feelings of self-worth, and
- Responsibility for opening one's thoughts and feelings to others.

A pre-assessment instrument provides an opportunity for the student to analyze the adult relationships in the center and assess one's own relationship to the total center functioning. Staff relationships are rated on the dimensions of: cooperation, sharing, acceptance, openness, responsibility, joy, initiative, communication, orientation, supervision and evaluation. This instrument is used again as part of the post-assessment, and the student is to analyze and evaluate any change or lack of change from pre- to post-.

Learning experiences involve the student in readings and discussions with other trainees, co-workers and the trainer on problems of communication and personal priorities for growth in relationships. The knowledge criteria for assessment require the student to analyze relationships with other staff members and children in the center.

Although this module is categorized in Competency Area D, certain performance criteria are applicable to Area VI and the "Personal Capacities."

DOCUMENT 79.

Nelson, K. E. Home/School Coordination. Module 1, Competency E. St. Louis, Missouri: Child Development Associate Pilot Program, Forest Park Community College, n.d., 6 pp. n.p.

SUBJECT INDEX: Communication. Culture. Emotions and feelings. Home/Center. Human development. Interpersonal relationships. Parents (involvement). Perception. Planning.

DESCRIPTION: There are two modules related to Competency Area E, or V, in the Child Development Associate Pilot Program at Forest Park. Module 1, Home/School Coordination focuses on the parent-teacher relationship. A terminal goal is for the student to realize that "the optimum school environment is one where parents and teachers know each other, like and respect each other and cooperate for the best interests of the child."

	I	COMPETENCIES
	II	
	III	
	IV	
x	V	
	VI	
x	Personal Capacities	
x	Individualization	
x	Academic/ Field Int.	
x	Pre & Exit Assessment	
x	Portfolio Documentation	
x	Bibliography	
	Media Materials	
I	Format	

The following are examples of performance criteria for assessment all taken from the list of forty-eight specific competencies. The student is to demonstrate the ability to:

- Communicate classroom goals clearly and in terms parents can understand,
- Model behavior,
- Share procedures for working with children,
- Recognize parents' feelings toward the center and the teacher,
- Recognize personal feelings of negation and defensiveness,
- Invite suggestions from parents,
- Provide information via newsletters, conferences, etc., and
- Consult with the family to resolve disagreements.

Knowledge criteria for assessment include formulating a statement concerning the total school environment to be given to parents as children enter the center, preparing a sample newsletter, and designing a parent meeting on the subject of "discipline." A post-assessment task requires the student to make a strategy outline of the center's parent program, to evaluate the plan and *outline program directions for* the immediate future based on perceived needs.

DOCUMENT 80.

Nelson, K. E. *Cultural and Ethnic Variety in the Pre-School*. St. Louis, Missouri: Child Development Associate Pilot Program, Forest Park Community College, n.d., 5 pp. n.p.

	I	COMPETENCIES
	II	
	III	
	IV	
x	V	
	VI	
x	Personal Capacities	
x	Individualization	
x	Academic/ Field Int.	
x	Pre & Exit Assessment	
x	Portfolio Documentation	
	Bibliography	
	Media Materials	
I	Format	

SUBJECT INDEX: American Indians (culture). Blacks (culture). Books. Case study. Communication. Community. Culture. Environment. Food preparation. Home/Center. Individual differences. Language. Music. Parents (involvement). Perception. Social. Spanish-speaking (culture). Volunteers.

DESCRIPTION: The terminal goal for the second module related to Competency Area E, *Cultural and Ethnic Variety in the Pre-School*, is for the student to develop sensitivity to the complexities of human relations involved in multi-cultural group living. The module includes pre-assessment and post-assessment activities, learning experiences, learning resources and performance and knowledge criteria for assessment.

Learning experiences involve the student in examining his or her own perceptual frame of reference concerning the recognition of subtle intra-group differences, in assessing his or her descriptions of persons from other racial groups, and comparing these descriptions with those of other students. Post-assessment tasks require the student to develop a plan for eliciting and incorporating ideas of parents into curriculum planning and designating books, songs, stories and games to convey concepts of uniqueness, loving, sharing, the brotherhood of man, etc., to children.

Knowledge criteria for assessment include:

- Developing a learning game or activity that is ethnically oriented (Black, Jewish, etc.),
- Developing a booklet or display that introduces ethnic concepts or demonstrates the multi-ethnic nature of society,
- Collecting and sharing findings from interviewing eight to ten center directors on the most common problems of the integrated center.

	I	COMPETENCIES
	II	
	III	
	IV	
	V	
x	VI	
x	Personal Capacities	
x	Individualization	
x	Academic/ Field Int.	
x	Pre & Exit Assessment	
x	Portfolio Documentation	
x	Bibliography	
	Media Materials	
I	Format	

DOCUMENT 81.

Nelson, K. E. Management. St. Louis, Missouri: Child Development Associate Pilot Program, Forest Park Community College, n.d., 5 pp. n.p.

SUBJECT INDEX: Equipment. Food preparation. Goals. Healthy. Meals. Planning. Roles. Safe. Scheduling. Self-evaluation. Snacks. Staff. Volunteers.

DESCRIPTION: The module Management is designed to assist the student in developing an understanding of:

1) The relationship between the goals, purposes and philosophy of the child care facility and management functioning, and

2) The responsibilities involved in being a member of the child care facility team.

Learning experiences are consistent with the purposes and involve the student in:

1) Writing a clear statement of the goals, purposes, and philosophy of the center,

2) Showing how the goals and purposes are translated into action in the center, and

3) Demonstrating how the student's center job is related to the goals, purposes and philosophy.

The purposes for the module are also reflected in the performance, product, and knowledge criteria for assessment. Included in the knowledge criteria list are requirements for the student to:

1) Be aware of the specifics of management functions of the center in regard to: curriculum planning, scheduling, ordering, working with aids, volunteers, parents; supervision; food handling; health and safety; and maintenance of professional competency, and

2) To evaluate the staff and the program relative to roles and responsibilities for management functions.

Product criteria for assessment are in terms of the children's behavior and functioning: evidences of a growing sense of trust, acceptance of and appreciation for staff members other than the teacher, etc. assessment activities include listing basic equipment and supplies necessary to the group of children, making sample menus, and discussing staff communication methods.

The module is written in outline format and refers the student to learning resources for necessary content for module completion.

	I	COMPETENCIES
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	IV	
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	VI	
x	Personal Capacities	
x	Individualization	
x	Academic/ Field Int.	
x	Pre & Exit Assessment	
x	Portfolio Documentation	
x	Bibliography	
	Media Materials	
ISC	Format	

DOCUMENT 82.

Arstein, J. J. Creative Arts Through Awareness. Pocatello, Idaho: Child Development Associate Program, Idaho State University, n.d., 59 pp. $4.00.

SUBJECT INDEX: Art. Cognitive. Creative. Creative materials and activities. Human development. Individual strength. Lesson plans. Motivation. Perception. Planning. Self-concept. Sensory learning. Stages of development. Tempera painting.

DESCRIPTION: Creative Arts Through Awareness is designed to address specific competency statements in CDA Competency Areas II and III related to the provision of opportunities for children's active participation, independent choices, experimentations and problem solving in an environment of acceptance and respect for individual differences. The overall purpose of the module is to help students sharpen their awareness concerning the aesthetic needs of young children. Major objectives are for the student to:

- Understand the creative thinking process,
- Demonstrate stages of the creative process,
- Identify and evaluate stages of art development and art products according to stage,
- Demonstrate motivational activities used with young children, and
- Plan an art program to include motivations, creative experience, skill development and appreciation.

In order to facilitate the accomplishment of these objectives, they are further delineated within five self-contained, but related units:

1) Identifying Creative Thinking,

2) Developing Expression Through Awareness,

3) Art Development and Evaluation,

4) Motivation of Art Activity, and

5) Planning an Art Program.

Each unit includes instructions for completing the section, performance objectives, pre- and post-tests, student learning activities, resources used and content.

Although content is included in the document, some required reading is necessary for fulfilling certain learning activities. Students choose from a list of reading resources provided for each unit.

Student learning activities are designed to integrate academic and field experience and include:

- Observing a teacher to identify creative traits as described in the unit,
- Checking classroom books and records to identify resources that might increase a child's sense of awareness,
- Conducting an art experiment with children, and
- Visiting other classrooms to investigate art appreciation methods.

Part of the post-assessment in the unit, "Planning an Art Program," is for the student to write teaching plans for two weeks, using lesson plan forms included in the document, and to teach an art lesson which is observed by the supervisor.

x	I	COMPETENCIES
xx	II	
x	III	
x	IV	
x	V	
x	VI	
x	Personal Capacities	
	Individualization	
	Academic/ Field Int.	
	Pre & Exit Assessment	
	Portfolio Documentation	
x	Bibliography	
	Media Materials	
	Format	

DOCUMENT 83.

Bateman, K., Brigham, J., Burdick, I., Carlson, J., Parker, G., and Pierce, L. Toward the Creative Education of Children. Pocatello, Idaho: Child Development Associate Program, Idaho State University, n.d., 84 pp. $4.00.

SUBJECT INDEX: Art. Body image. Cognitive. Cooking activities. Creative. Creative materials and activities. Dance. Emotions and feelings. Environment. Field trips. Finger painting. Games. Gardening. Individual strength. Movement. Perception. Perceptual-motor development. Physical. Recipes. Science. Self-concept. Sensory learning. Space. Supplementary resource materials. Tempera painting.

DESCRIPTION: Toward the Creative Education of Children is a resource book of thoughts, ideas, suggested books, recommended materials and activities applicable to the creative education of children. The authors chose to divide the document into "thoughts" rather than chapters to suggest that "each new learning contributes to a whole." Included are:

Resource
Book

- Thoughts of science,
- Thoughts about motor perception,
- Thoughts of art,
- Thoughts about thoughts, and
- Thoughts forever.

The intention of the document is a resource to accommodate the needs and desires of persons involved in CDA training. CDA competency statements from the range of competency areas are included in the document, with major emphasis in Area II.

	I	COMPETENCIES
XX	II	
	III	
	IV	
	V	
	VI	
X	Personal Capacities	
X	Individualization	
X	Academic/Field Int.	
X	Pre & Exit Assessment	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
ISC	Format	

DOCUMENT 84.

Lingren, J. Questioning Strategies for Teachers of Young Children. Pocatello, Idaho: Child Development Associate Program, Idaho State University, n.d., 79 pp. $4.00.

SUBJECT INDEX: Cognitive. Creative. Emotions and feelings. Human development. Language. Learning theory. Mathematics. Self-evaluation.

DESCRIPTION: The module Questioning Strategies for Teachers of Young Children was designed to help CDA trainees become aware of types of instructional questions and to develop their own question-asking ability in order to promote cognitive power in children as delineated in CDA Competency Area II.

All necessary content for module completion is included in the document with the exception of required reading in two texts and one children's storybook:

Leonard, Van Deman, Miles. Foundations of Learning in Childhood Education. Columbus, Ohio: Charles E. Merrill Books, Inc., 1963.

Hopkins, Lee Bennett. Let Them Be Themselves. New York: Scholastic Book Services, 1968.

Hoban, Russell. A Baby Sister for Francis.

The module is divided into four parts according to different phases of the learning activities: "Identifying Strengths and Weaknesses," "Reading About Questioning," "Using What You Have Learned," and "Final Evaluation." The introductory page for each of the four parts includes a list of materials and resources necessary for the completion of that particular part.

The document is designed workbook style; that is, all necessary materials are included in sequence, and forms to be completed as part of a learning activity are included within context.

A "CDA Progress Sheet" (also the table of contents) provides a listing and the page number of all forms and learning experiences. Two adjacent columns provide a record keeping method for activities "completed" by the candidates, and "checked" by the supervisor.

The student begins the module by analyzing a taped segment of his or her interaction with the children to determine the percentage of teacher talk and length of pupil responses. This same technique is used again at the end of the module to assess competence.

Other student activities in the area of self-evaluation include identifying, recording and tallying negative questioning behaviors, and the use of listing, grouping, interpretive, labeling and summary questions.

Field application of content ultimately involves the student in employing the questioning strategies while working on concept development activities with the children. The results of the questioning strategy are then evaluated with respect to the children's skills in interpreting, inferring, and generalizing.

5

	I	COMPETENCIES
	II	
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x	Personal Capacities	
x	Individu-alization	
x	Academic/ Field Int	
x	Pre & Exit Assessment	
x	Portfolio Documentation	
x	Bibliography	
	Media Materials	
C	Format	

DOCUMENT 85.

Brigham, J. Assessment of Teaching Competency Through Videotape Recording. Pocatello, Idaho: Child Development Associate Program, Idaho State University, n.d., 48 pp. $4.00.

SUBJECT INDEX: Communication. Lesson plans. Self-evaluation.

DESCRIPTION: The major goal of the module, Assessment of Teaching Competency Through Videotape Recording is to provide the CDA candidate with opportunities to judge the quality of his or her personal capacities for interacting and communicating with children.

The videotape sessions as outlined in this module move from short recordings of five minutes in length to recordings of ten to fifteen minutes of continuous teaching, and gradually build to recordings of thirty minutes of continuous teaching. Initial evaluation of the episode is done by the CDA candidate singly, or with CDA staff and the candidate, then by candidate and staff, and eventually by the candidate, the staff, and other persons such as parents or another CDA, if desired by the candidate. The training format, which includes the number of episodes, length of episodes and the people involved in evaluation is individualized for the candidate.

Steps involved in completing a videotape episode include:

1) Planning the lesson/activity. An outline is provided in the module for writing up the lesson plan to include objectives, motivation, steps in teaching, and application,

2) Teaching the lesson,

3) Viewing the replay and evaluating the performance,

4) Reteaching the lesson (or a similar lesson) in order to correct flaws, and

5) Planning for starting the process again with a longer or more involved lesson/activity.

Two methods of evaluating the teaching performance are provided:

1) A "Teaching Evaluation Form." Items measured by the form include learning sequence, relating main concept to real world, involvement of learners, manner of presentation and classroom bearing, and evaluation of pupil learning. The marking is done on a scale from 0 (weak) to 5 (superior).

2) A "Teacher's Use of Self in Facilitating Checklist." This checklist contains two columns, one of positive and one of negative statements to describe teaching behavior, e.g.:

1. Listens attentively (gives child undivided attention, gets down to child's eye level, maintains eye contact most of the time).	1. Listens with divided attention (appears distracted, continuous involvement in other things, does not look at child).

The module is written in workbook style with all necessary forms to be filled in (the lesson plans and evaluation instruments) appearing within the context. The table of contents serves doubly as a means of record keeping for the supervisor and CDA to enter completion dates for the different teaching segments.

x	I	COMPETENCIES
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x	III	
x	IV	
x	V	
	VI	
x	Personal Capacities	
x	Individualization	
x	Academic/ Field Int.	
x	Pre & Exit Assessment	
x	Portfolio Documentation	
x	Bibliography	
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ISC	Format	

DOCUMENT 86.

Arstein, J. and Brigham, J. A Handbook: Teaching Ecology Through Children's Literature and Multimedia. Pocatello, Idaho: Child Development Associate Program, Idaho State University, n.d., 110 pp. $4.00.

SUBJECT INDEX: Books. Ecology. Field trips. Flannel board. Games. Gardening. Science. Self-evaluation. Social studies. Storytelling.

DESCRIPTION: Teaching Ecology Through Children's Literature and Multimedia is a resource unit focusing predominantly on Competency Area II, but also related to statements in Competency Areas III, IV, and V. The particular statements are designated in the document. Also preceding the ecological information is a "How Do You Rate as an Ecology-Through-Books Teacher?" rating scale, a list of multimedia materials necessary for completing the unit, and a section on storytelling.

Content in the handbook then centers around the teaching of six ecological concepts through the use of storytelling and multimedia. Included in relation to each concept is:

1) A "preview" checklist of material to follow,

2) A presentation of the concept,

3) Suggested activities, and

4) An observation sheet for rating the lesson.

The list of suggested activities includes a selection of books, software one might use in connection with that particular book, and necessary equipment. For example, Ecological Concept I is "Plants and Animals Depend on Each Other." A suggested book is Tree Frog by Paul McCutcheon Sears. Software needed is a recording and slides of swamp sounds; equipment needed is a cassette recorder and projector.

The observation sheet includes a column of the criteria to be rated; e.g., "New vocabulary was used with children such as food chain, or food cycle." Opposite each criterion are columns for the teacher (student) to do a self-rating and for the supervisors to rate on the same dimensions.

Part II of the document is an annotated bibliography of picture books categorized according to the six ecological concepts presented in the module. Part III presents forty environmental concepts representing the recommendations offered in fifteen state environmental curriculum guides for nursery school through grade three.

The document concludes with a listing of suggested teacher materials: environmental conservation kits and activities, reference books, ecotactics, what each one of us can do, games, and environmental education curriculum guides for primary grades.

DOCUMENT 87.

Lingren, J. Strategies for Classroom Meetings With Young Children. Pocatello, Idaho: Child Development Associate Program, Idaho State University, n.d., 116 pp. $4.00.

	I	COMPETENCIES
x	II	
x	III	
x	IV	
	V	
	VI	
xx	Personal Capacities	
x	Individualization	
x	Academic/ Field Int.	
x	Pre & Exit Assessment	
x	Portfolio Documentation	
x	Bibliography	
	Media Materials	
ISC	Format	

SUBJECT INDEX: Books. Cognitive. Communication. Emotions and feelings. Group management. Guiding children. Individual strength. Interpersonal relationships. Listening activities. Planning. Self-concept. Social. Social studies. Storytelling.

DESCRIPTION: Strategies for Classroom Meetings With Young Children is a module designed to assist the CDA in working on the "Personal Capacities" through a method of conducting "classroom meetings" with the children in the class. Built into the module is a unique method of integrating work on the "Personal Capacities" with work in other competency areas as the student works through the series of eight units:

1) Empathy, warmth and respect in interpersonal relationships (PC-"Personal Capacities"),

2) Exploring feelings (PC and advancing intellectual competence),

3) Talking time (PC and positive functioning of children and adults),

4) Planning time (PC and positive self-concept and individual strength),

5) Evaluation time (PC and positive functioning of children and adults),

6) Class council (PC and positive functioning of children and adults),

7) More classroom meetings (PC and positive functioning of children and adults), and

8) Final conculsions.

Each unit follows essentially the same format and includes:

- Directions for the student,
- Resources needed to complete the unit,
- The CDA competencies to be demonstrated in the classroom activity used with the unit with two columns for pre- and post-checking,
- A decision-making form. (Prior to beginning the unit the student makes a decision as to whether to proceed with the unit or skip to the next unit, based on:

a) A re-reading of competencies to determine whether they can be demonstrated,

b) A field observation by the field supervisor,

c) A validation by the field supervisor that the competencies have been satisfactorily fulfilled,

- Content, and
- Learning experiences and necessary form to be used in connection with each.

Learning activities require the student to audio tape various classroom meetings and then to analyze them according to a number of variables consistent with the competencies focused on:

- Empathy, warmth and respect evidenced in personal responses as measured by the "Empathy, Warmth and Respect in Interpersonal Relationships Scale" included in the document,
- Quality of children's responses in sharing their feelings and experiences,
- Personal responses to children's expression of feelings,
- Personal setting of limits for children, and
- Personal discussion techniques.

In the final unit the student summarizes personal ideas of each type of classroom meeting and makes a decision about future personal use of each type and reasons for the decision.

Although there is content included in the module, the student will need access to the following books in order to complete the units:

Dreikurs, Gould and Corsini. Family Council. Henry Regnery, 1974.

Dreikurs, Rudolph and Pearl Cassell. Discipline Without Tears: What to do with Children Who Misbehave. New York: Hawthorne Books, Inc., 1972.

Glasser, William. Schools Without Failure. New York: Harper & Row, 1969.

Moustakas, Clark. The Authentic Teacher: Sensitivity and Awareness in the Classroom. Cambridge, Massachusetts: Howard A. Doyle Publishing Co., 1972.

Hoban, Russell, A Baby Sister for Francis or Bedtime for Francis.

This module is presented in a workbook style with the table of contents doubling as a means of record keeping for the student and the field supervisor.

DOCUMENT 88.

Brigham, J., Lingren, J., and Arstein, J. Guide to Assessment of CDA Competencies. Pocatello, Idaho: Child Development Associate Program, Idaho State University, 1973, 33 pp. $4.00.

SUBJECT INDEX: Supplementary resource materials.

DESCRIPTION: Guide to Assessment of CDA Competencies is a compilation of explicit teaching behaviors representing each competency statement within the six major CDA competency areas. Also included is a list of the "Personal Capacities."

Although the guide was not designed as an assessment instrument, it is suggested that CDA trainers, supervisors, and candidates might wish to use it:

- To record and evaluate observations of the candidate's work,
- To guide the candidate's work and study,
- To use as a reference in supervising candidates, or
- To evaluate the candidate's individual instructional needs.

x	I	COMPETENCIES
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x	III	
x	IV	
x	V	
x	VI	
x	Personal Capacities	
	Individualization	
	Academic / Field Int.	
	Pre & Exit Assessment	
	Portfolio Documentation	
x	Bibliography	
	Media Materials	
Guide	Format	

	I	COMPETENCIES
	II	
	III	
x	IV	
	V	
	VI	
x	Personal Capacities	
x	Individualization	
x	Academic/ Field Int.	
x	Pre & Exit Assessment	
x	Portfolio Documentation	
x	Bibliography	
	Media Materials	
ISC	Format	

DOCUMENT 89.

Lingren, J. *Classroom Discipline: Rudolf Dreikurs*. Pocatello, Idaho: The Child Development Associate Program, Idaho State University, n.d., 63 pp. $4.00.

SUBJECT INDEX: Case study. Child development theory principles. Emotions and feelings. Environment. Group management. Guiding children. Learning theory. Observation of behavior. Parents. Roles. Social.

DESCRIPTION: This module, *Classroom Discipline: Rudolf Dreikurs*, focuses on the basic concepts of Dreikurs' approach to working with and living with children. Major attention in the unit is given to understanding the goals of the child's behavior. If an adult uses encouragement effectively, and if the child is allowed to learn from the consequences of his or her own behavior in a safe, supporting environment, the child will learn self-discipline. Objectives for the student include:

- The ability to identify and give examples of the four "mistaken goals": attention getting, power, revenge and assumed disability, and

- The ability to define in writing the concepts of encouragement, natural consequences and logical consequences.

Although there is pertinent content included in the module, additional reading in one of three books by Dreikurs is required for module completion:

Children the Challenge. New York: Hawthorne Books, Inc., 1964.

Psychology in the Classroom. New York: Harper & Row, 1957.

Maintaining Sanity in the Classroom: Illustrated Teaching Techniques. New York: Harper & Row, 1971.

Instructional activities include:

- Reading from the text,

- Discussing the concepts with other students and/or the field supervisor,

- Applying Dreikurs' concepts to case study examples and to actual examples, and
- Analyzing the role of adults in handling mistaken goals, encouragement and natural/logical consequences in case study examples and actual (personal) examples.

The student decides with the field supervisor which instructional activities to pursue for remediation purposes.

	I	COMPETENCIES
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x	VI	
x	Personal Capacities	
x	Individualization	
x	Academic/ Field Int.	
x	Pre & Exit Assessment	
x	Portfolio Documentation	
x	Bibliography	
F	Media Materials	
ISC	Format	

DOCUMENT 90.

Robeck, M. C., Dittman, L. L., Katzev, A., Staab, R. B., and West, M. U. Child Development. Portland, Oregon: State Technical Assistance and Training Office, Oregon Head Start, 1975, 300 pp. n.p.

SUBJECT INDEX: Child development theory and principles. Cognitive. Creative. Developmental tasks. Emotions and feelings. Evaluation of children. Home/Center. Individual differences. Language. Observation of behavior. Parents (conference/meeting). Perception. Physical. Planning. Play. Sensory learning. Social. Speech. Stages of development. Testing instruments. Vocabulary.

DESCRIPTION: The module Child Development and subsequent Oregon modules follow a format in which pre-assessment activities and learning alternatives are keyed to specific performance objectives based on the CDA competency areas. Prior to work on a module, students complete pre-assessment activities. When they are successful in completing the activity for one performance objective, they move to another. For those pre-assessment activities in which they are not successful, they choose from a list of learning alternatives keyed to the particular performance objective.

A checklist is provided in the document to help the students choose which learning alternatives would be most applicable [illegible]eir own learning style. The checklist includes items concerning [illegible]r feelings about working alone or with others, about the use of au[illegible]al aids, and their preference concerning a method of docum[illegible] (whether they prefer writing, audio taping, videotaping, [illegible]s evidence of their competence). After they have completed [illegible]ing alternatives for all performance objectives, they complete only those pre-assessment activities they were unable to do successfully prior to work on the module.

An additional final step in assessment for the modules is a conference session with the field trainer on questions related to the CDA "Personal Capacities." They discuss such variables as how well the student listened to others, took initiative, accepted feedback, showed genuine feelings, communicated honestly and clearly, etc., and make plans for future work in those areas.

Students document their progress in each module on a special documentation record which is included in the module. Also included is an application form to receive a "Letter of Achievement" for module completion. The form is signed by the student and the field trainer and is sent to the Oregon STATO for processing.

Content in the module Child Development focuses on a "whole child" approach to the study of child development -- on the student's understanding of the interrelatedness of growth and development. Further emphasis of the module is on working with parents on these understandings. Performance objectives require students to:

- Understand and describe the normal course of physical, emotional, social, language, cognitive, and perceptual development from birth through age six, and identify factors which can affect this course of development,
- Evaluate individual children in terms of their developmental status in the different areas,
- Plan learning experiences for individual children based on their developmental status,
- Interpret principles of child development to parents and involve them in discussions of applications of these principles to child rearing techniques.

A separate performance objective with accompanying pre-assessment activities and learning alternatives is specified for each area of development. Alternative learning activities include a gamut of experiences: reading, compiling lists of typical age-related behaviors, evaluating children in the group, using assessment devices, developing charts, summarizing average behavior patterns, learning to give a standard developmental test, building a resource card file to promote development in each of the six areas, viewing films, visiting a school for retarded children, planning and carrying out individual parent conferences, parent meetings and writing a parent newsletter. Other activities not specifically related to the objectives are included in a "What You Can Do Just For Fun" section.

Appendices include forms and materials needed to complete the activities, reprints of materials covering content necessary for completing certain activities (height and weight tables, children's aggression, anxiety, Erikson's stages, language research, cognitive skills, etc.) and an annotated bibliography of tests for use with the young child.

DOCUMENT 91.

Wood, S. Classroom Arrangement. Field test edition. Portland, Oregon: State Technical Assistance and Training Office, Oregon Head Start, 1974, 102 pp. n.p.

SUBJECT INDEX: Art. Blocks. Child development theory and principles. Children with special needs. Dramatic play. Environment. Equipment. Furniture. Gardening. Housekeeping center. Learning centers. Library. Manipulative materials. Music. Outdoor play. Room arrangement. Sand. Science. Self-evaluation. Space. Water play. Wheel toys.

DESCRIPTION: One of the first in the series of twenty-two modules in the Oregon Child Development Associate Program, Classroom Arrangement encompasses content concerned with the planning and arrangement of both indoor and outdoor space, and the arrangement of materials and utilization of space. It provides a complete overview on learning centers and has been designed to relate closely with and to serve as a framework for other modules. For example, a dental module to follow requires students to incorporate the teaching of dental health concepts into each of the learning centers.

Materials included in the document are:

- Rationale for the module,
- Performance objectives based on the CDA competencies,
- Instructions for documentation of progress,
- Pre- and post-assessment activities and instruction,
- Learning alternatives,
- Content,
- Listing of additional resources, and
- Assessment forms.

A unique feature of the Oregon modules is the method of using the pre-assessment activities. These activities are keyed to the performance objectives, serve as the basis for setting up the training plan, are documented on a special form included in the handbook, and if uncompleted, become the activities used in the post-assessment.

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Example performance objectives and pre-assessment activities are:

Performance objectives--The student will be able to:

- Arrange equipment and furniture into five to six clearly defined areas for particular activities,
- Arrange equipment and furniture in each of the basic learning centers for children to easily see, use and put materials away without adult help, and
- Arrange and rearrange furniture adjusting to special circumstances and/or needs of a particular group of children (e.g., handicapped children or children on the first days of school).

Pre-assessment activities:

- "Schedule times to observe the arrangement of equipment and materials in two classrooms other than your own. Use the "Observation of Classroom Arrangement Form." Observe first when there are no children. Write a description of how this or these classrooms compare to the layout of your own classroom when children are not in your room. On second observations, visit when children are using the classrooms. Now write (or tape record) a final description of how these classrooms compare with your own.
- After having observed others, rearrange your own classroom (either the actual room or a scale drawing of it) and write or record the disadvantages and advantages. Arrange to have your field supervisor see it before and after, and discuss your work.
- Plan with your field supervisor for an observation of your classroom using the 'Module Observation Checklist' as an assessment of your skills in arranging your classroom."

Learning alternatives are also keyed to specific performance objectives, and a chart is provided for the student and field supervisor showing that relationship. The learning alternatives represent a variety of types of activities so that the student and field supervisor can choose the activities best suited to training needs and style of learning. Some learning experiences are to be completed individually, others with one other person or with a group. Some focus on doing readings, others on making observations or on demonstration/experience types of activity.

As in other Oregon modules an attempt has been made to use a self-contained format by including most content material in the module. In Classroom Arrangement content is provided through seven articles included in the appendices. Additional resource references are annotated, include a comment on the level of reading difficulty, and information on where the materials can be obtained. Some materials can be borrowed from the Oregon STATO office.

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DOCUMENT 92.

Wood, S., Bishop, R. S., Liner, T., Plunkett, V., Staab, R. B., Thurston, H., and West, M. U. Creative and Independent Thinking and Expression. Field test edition. Portland, Oregon: State Technical Assistance and Training Office, Oregon Head Start, 1975, 81 pp. n.p.

SUBJECT INDEX: Cognitive. Creative. Home/Center. Language. Learning centers. Mathematics. Music. Parents. (conference/program). Physical. Science. Self-evaluation.

DESCRIPTION: The introductory section of the module Creative and Independent Thinking and Expression offers the student suggestions on integrating materials from other Oregon modules with content presented in this module. The goal of the module is to guide the student in helping children develop and use their capacity to think and create. Content includes material on the attributes and development of creative and independent thinking and expression in children.

Learning alternatives involve the student in:

- Designing a program to develop the creative and independent thinking and expression of children in the classroom, incorporating goals and strategies to promote creative development in various curriculum areas,
- Planning, carrying out and evaluating specific activities for children in a variety of modes including thinking, sensing, moving and feeling, and
- Involving parents in the recognition of the skills and attributes of creative and independent thinking and encouraging a creative learning environment at home.

The student is observed by the field trainer while using principles to promote creative thinking and the student evaluates the children's creative and independent thinking and expression based on this endeavor.

A resource bibliography and seven content articles are appended to the document. These provide content to be used with specified learning activities.

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DOCUMENT 93.

Staab, R. B., West, M. U., Bishop, R. S., Cox, B., Mynatt, G., Ramirez III, M., Rau, V., Schlick, M., and Wood, S. Cultural Awareness. Field test edition. Portland, Oregon: State Technical Assistance and Training Office, Oregon Head Start, 1975, 185 pp. n.p.

SUBJECT INDEX: American Indians. Bilingual. Blacks (culture). Case study. Child development theory and principles. Community. Culture. Home/Center. Learning centers. Planning. Self-evaluation. Social. Social studies. Spanish-speaking (culture).

DESCRIPTION: The major purpose for the module Cultural Awareness is for the student to gain a perspective of our multi-cultural society as it relates to a child's developing sense of cultural identity within the total group setting. The rationale of the module is that when the student seeks, shares, and integrates cultural information in the classroom it will contribute to the children's sense of themselves as individual, worthwhile people, as well as their sense of being a part of a world made up of people who are different as well as alike.

Although this module is similar to other Oregon modules in that performance objectives are stipulated, the student completes preassessment activities, and the student completes learning alternatives keyed to performance objectives when the preassessment activities are not successfully completed, there is an additional requirement for the student to complete a special activity as an introduction to the module. This activity is a discussion with fellow staff members, the field trainer and other students on the topic: "Culture, Its Definition and Function." A list of statements is provided as a guide for the discussion, which is tape recorded and becomes part of an optional review activity at the end of the module.

Performance objectives include the ability to:

1) Identify the cultures represented by the children in the center and acquire some familiarity with those cultures,

2) Use stipulated criteria to judge cultural value of equipment and materials,

3) Use cultural resources of the community and of parents to create learning activities for the children, and

4) Provide opportunities to increase children's awareness of cultural similarities and differences.

Students compile case histories for each child, follow through with reading background information on the cultures represented, and systematically plan and implement activities to integrate cultural information into the center program.

Sixteen attachments to the module include a variety of pertinent articles on such topics as: problems of American Indian education, new approaches to bilingual, bicultural education, criteria for stories, criteria for evaluating the treatment of minority groups in textbooks and other curriculum materials, Man Has Never Been an Island, and a list of films about various cultures.

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DOCUMENT 94.

Burns, J., Staab, R. B., and West, M. U. Dental Health. Field test edition. Portland, Oregon: State Technical Assistance and Training Office, Oregon Head Start, 1975, 107 pp. n.p.

SUBJECT INDEX: Child development theory and principles. Dental health. Food preparation. Healthy. Home/Center. Lesson plans. Puppets. Self-evaluation. Snacks.

DESCRIPTION: The module, Dental Health, follows the same format as other Oregon modules with respect to procedures for assessment, documentation, and student progress through the module. Stated performance objectives, based on the CDA competencies, have at least one related pre-assessment activity. If a student is successful on a pre-assessment activity it is documented on a form supplied in the module, and the student then moves to another pre-assessment activity. When a student is not successful on a pre-assessment activity there are a number of learning alternatives to choose from that are also keyed to the performance objectives. When the learning alternatives have been completed, those pre-assessment activities the student was unsuccessful in become post-assessments. Also, part of the post-assessment is a conference session with the field trainer regarding progress on the CDA "Personal Capacities." Once the post-assessment is completed the student and field trainer fill in a "Letter of Achievement" form which is sent to the Oregon STATO office for validation.

Dental Health content focuses on:

- Structure of teeth, stages of tooth development,
- Tooth care and prevention of disease,
- Techniques for the daily care of teeth including the use of disclosing tablets, toothbrushing and flossing,
- Preventive measures related to dental health,
- Incorporating toothbrushing into the classroom schedule,
- Dental health and nutrition.

Learning alternatives include:

- Listening to cassettes and reading corresponding booklets in audiovisual kits,

- Creating a tooth story to use on a flannel board,
- Discussing in writing, on tape, or in conference possible fluoridation programs. Planning and implementing changes in the center program, if found to be inadequate,
- Keeping a detailed written record of the food served to children in the center over a two-week period. Evaluating the record according to nutrition, dental health, etc.
- Focusing on center snack time -- giving snack time more appeal; incorporating a lesson during the snack time and evaluating children's responses,
- Reading articles in the attachments to the module and responding to study questions,
- Instructing children in proper brushing methods,
- Making a dental health resource notebook,
- Teaching a dental health lesson to children in the classroom,
- Integrating dental health into the daily classroom schedule and learning centers.

"Module Observation Episode Forms" are provided in the document to facilitate classroom observations of the student. These forms are checklists to be used by the field supervisor to record observations of a particular activity, as well as a means of recording the follow-up conference with the student. Spaces are provided for recording the date, activity, special characteristics of the setting, number of children, follow-up plans, and signatures of the student and the observer.

Students and field supervisor choose from a variety of observation episodes including observation of discrete behaviors (observing a student using disclosing tablets) as well as activities demonstrating the integration of academic content and field work (observation of how the student has integrated dental health concepts into the learning centers and classroom activities).

Ten attachments to the module include both content and ideas for implementing dental concepts into the program (use of puppets, stories, etc.). Some of the activities would be of interest to teachers in the elementary school.

A form is included for students to evaluate the module.

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DOCUMENT 95.

Bromberg, S., Rubow, M., Wood, S. Developing the Home-School Partnership. Field test edition. Portland, Oregon: State Technical Assistance and Training Office, Oregon Head Start, 1974, 161 pp. n.p.

SUBJECT INDEX: Case study. Child development theory and principles. Communication. Home/Center. Interpersonal relationships. Lesson plans. Parents (involvement). Record keeping. Referral and rehabilitation. School readiness. Self-evaluation. Volunteers.

DESCRIPTION: Performance objectives for the module, Home-School Partnership, are based on the CDA competency statements and focus on:

- Establishing, nurturing and promoting the home-school relationship by an integrated team approach, and
- Extending the home-school partnership beyond Head Start by supplying additional home teaching activities at the close of the school year to maintain the parent teaching role, encouraging continued participation, and by acquainting parents with the public school program and staff.

As with other Oregon modules, each performance objective is keyed to specific pre-assessment activities and to learning alternatives. Students and field supervisors choose from the learning alternatives according to training need and learning style; however, there are four learning alternatives in this module which are required in the pre-assessment activities. These are:

1) Joint planning: CDA student and parent: Using a checklist, "Parental Concerns," the student and parents plan a program of activities for the individual child at the center, write up the plan, try it out for one month and then evaluate its effectiveness. A diary of this learning activity is kept by the student with descriptions or samples of activities pursued.

2) "Home Follow-Up Sheets": The student selects two children and their families, designs a "Home Follow-Up Sheet" (sample in document), completes the sheet three times for each child,

and describes the parent's responses and what was learned. "Home Follow-Up Sheets" are one-page weekly or bi-weekly reports to parents and include concepts their child is learning, skills the child exhibits, and home follow-up ideas.

3) Feelings about families: The student is required to explore any negative personal feelings toward families in the center with other staff members and/or with the field supervisor and try alternative methods to improve relationships.

4) Write a newsletter: The student is to involve parents in the production of a newsletter, send and distribute copies and interview two parents for their reactions to it.

Extensive resource lists are included in the module and are categorized according to those one can "borrow from STATO, or order from other sources." The module introduces the student to a number of check lists and forms which are included in the document:

- "The Parent Interview,"
- "Observation Check List" for Assessment of CDA Candidate and Parent Interaction,
- "Parent-Teacher Orientation Checklist,"
- "Parent-Teacher Orientation Program Chart,"
- "Parental Concerns Form,"
- Format for writing "Home Learning Activities," and
- "Home Follow Up Sheets."

DOCUMENT 96.

Silverstein, R., Staab, R. R., and West, M. U. Equipment and Materials. Field test edition. Portland, Oregon: State Technical Assistance and Training Office, Oregon Head Start, 1975, 196 pp. n.p.

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SUBJECT INDEX: Art. Blacks. Blocks. Books. Child development theory and principles. Cognitive. Creative materials and activities. Culture. Environment. Equipment. Furniture. Guiding children. Home/Center. Language. Learning centers. Manipulative materials. Observation of behavior. Outdoor play. Parents (workshop). Perception. Perceptual-motor development. Physical. Play. Recipes. Recording behavior. Room arrangement. Sex roles. Staff. Toys. Volunteers. Woodwork.

DESCRIPTION: The module Equipment and Materials, although concentrating on the provision of the learning environment as stipulated in CDA Competency Area I, also encompasses facets of other competency areas and serves as an integrative experience for the student. Introductory statements in the document explain how work in other Oregon modules will serve as a useful reference in completing the learning alternatives in this module.

The interrelatedness of competencies is demonstrated in the range of performance objectives. The student is required to:

1) Demonstrate familiarity with equipment and materials used in a variety of interest areas in a preschool program,

2) Establish criteria for the selection of equipment and materials by:

   a) knowing the relationship to child development theory and principles,

   b) judging effectiveness, and

   c) assessing the appropriateness of cultural materials,

3) Use the established criteria to choose, obtain and organize appropriate equipment and materials,

4) Instruct children in the use and care of a variety of equipment and materials,

5) Involve parents in discussions of equipment and materials and in the gathering, making, and organizing of materials, and

6) Use a variety of audiovisual equipment and materials.

Pre-assessment activities and learning alternatives encompass a wide variety of activities and experiences keyed to the performance objectives.

Separate appendices in the document provide information regarding the source and reference materials available to the student through the STATO office, as well as all necessary forms for activity completion and documentation, and the content materials related to certain learning alternatives. The content materials are reprints of a number of articles covering a wide range of subject matter: "Presenting Materials Effectively," "The Block Book," "Carpentry for Young Children," "The Use of Large Muscle Play Equipment in the Classroom," "Planning Playgrounds for Day Care," "Basic Material Lists for Preschool Programs," "Suggested Furnishing, Equipment and Supplies," "Observing and Recording a Child's Use of Materials," "Non-Sexist Materials," "Blocks As a Learning and Expressive Material," "Criteria for Testing," "Criteria For Selecting Play Equipment For Early Childhood Education," "Criteria For Judging Books Involving Black People," "Materials For Early Childhood Education Catalogue List," "A World Of Materials," "Do It Yourself," "Inventory For Materials And Equipment," "The Toy Library: Parents and Children Learning With Toys," "Dangerous Toys And How To Avoid Them," "Parents As Partners," "Fun Materials To Save," and "Bibliography On Instructional Use Of Media."

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DOCUMENT 97.

Bragdon, N., Staab, R. B., West, M. U. Guiding Young Children. Field test edition. Portland, Oregon: State Technical Assistance and Training Office, Oregon Head Start, 1975, 115 pp. n.p.

SUBJECT INDEX: Behavior modification. Communication. Emotions and feelings. Group management. Guiding children. Home/Center. Individual strength. Interpersonal relationships. Reinforcement. Self-concept. Self-evaluation. Social. Staff.

DESCRIPTION: The module Guiding Young Children combines work on CDA Competency Area IV, "Positive Functioning of Children and Adults in a Group Environment," with special emphasis on the role which guidance procedures play in helping children develop a positive self-image (Area III), consideration for working relationships and understanding regarding guidance principles with other staff members (Area VI), and also sharing effective guidance methods with parents (Area V).

Concentration is on the student's becoming knowledgeable concerning a number of guidance techniques through:

1) Reading, viewing films, making observations and taking part in discussions,

2) Exploring one's personal definition of guidance,

3) Self-assessing personal ability to guide the development of a positive self-image, self-direction and self-control, reasoning skills, creativity and social skills in young children,

4) Trying varying techniques in guiding children through activities, transitions and routines,

5) Looking at the relationship between room arrangement, scheduling and grouping factors in the indirect guidance of children,

6) Trying out behavior management principles,

7) Working with other staff members regarding the guidance goals of the center, and

8) Evaluating different guidance approaches against a background of personal beliefs and in terms of the goal of using guidance techniques appropriate to the age of the child and that meet the needs of the individual children.

The student is observed by the field trainer during a staff meeting and in the use of different guidance techniques (direct, indirect, impersonal, physical presence, non-verbal, etc.). As with other Oregon modules, the student confers with the field trainer concerning growth in the CDA "Personal Capacities."

Attached to the module are fourteen articles concerning the content specific to certain learning alternatives and pre-assessment activities, and an annotated film list.

DOCUMENT 98.

Wood, S., Bishop, R. S., Bar-Yam, M., Hayden, A. H., Staab, R. B., and West, M. U. Individual Differences. Field test edition. Portland, Oregon: State Technical Assistance and Training Office, Oregon Head Start, 1975, 257 pp. n.p.

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SUBJECT INDEX: Case study. Children with special needs. Cognitive. Community. Emotions and feelings. Equipment. Evaluation of children. Handicapped children. Home/Center. Human development. Human resources. Individual differences. Individual strength. Learning theory. Lesson plans. Motivation. Observation of behavior. Parents (conferences). Physical. Planning. Record keeping. Referral and rehabilitation. Self-concept. Social. Social services. Staff.

DESCRIPTION: The module Individual Differences is designed to provide information in recognizing, evaluating, planning for and adapting the classroom program to meet the needs of children with handicapping conditions. Performance objectives require the student to be able to describe developmental, emotional and physical handicapping conditions, and to understand how Head Start plans to include handicapped children in each classroom. Also to:

- Identify children in the classroom with previously diagnosed handicapping conditions,
- Observe and record behaviors of children in the classroom not previously diagnosed,
- Identify resources available: people, places, materials, equipment and services within and outside the program,
- Plan, use and evaluate individualized programs designed to change behaviors,
- Assist parents in carrying out activities in the home to meet the special needs of the child,
- Identify differences in motivations, expectations, learning styles of children and plan and use classroom activities accordingly, and
- Adapt the program to the needs of all children by incorporating new ideas gained from the module into long-range plans.

In order to complete some of the learning alternatives, special forms are required by the field supervisor and by the student. These are provided in the document and include:

1) For use by the student: "Record of Children with Diagnosed Handicaps," "Handicapping Conditions" (chart for listing handicapping conditions with a description of the characteristics), "Equipment and Materials as Learning Resources" (form with columns for item, expenses involved, where item can be found, etc.), "Behaviors to be Changed " "Assessment of Activity," "Meeting with Parents," "Plan for Visit with Parents," "Record of Child's Motivation."

2) For use by the Field Trainer: "Module Observation Episodes": Using activities for children with handicapping conditions (includes activities, purpose, children involved, materials used, techniques, assessment criteria), and encouraging motivation of children.

Thirty-seven attachments of resource materials necessary for use with the different learning activities are found in an appendix section, including two comprehensive bibliographies and the Office of Child Development definitions of handicapping conditions.

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DOCUMENT 99.

Johnson, D., Beers, M. L., Farber, A., and Pitsch, J. Individualized Planning. Field test edition. Portland, Oregon: State Technical Assistance and Training Office, Oregon Head Start, 1975, 40 pp. n.p.

SUBJECT INDEX: Planning. Q-Sort. Self-evaluation. Supplementary resource materials.

DESCRIPTION: The Oregon CDA training guide, Individualized Planning, provides information and instruction to the student and the trainer for setting up the individualized training plan. It is divided into two sections, "Phase I: Initial Appraisal and Long-Range Planning," and "Phase II: Short-Range Planning."

Guide

Phase I planning takes place on program entry. Goals for Phase I are to familiarize the students with the modules and module objectives, and to clarify the student's entering abilities, long-range goals, training priorities, educational beliefs, and specific expectations of the CDA program.
Several alternative methods are offered to the student to attain the goals:

- Reading through the modules,
- Reading the introduction to the modules and the lists of performance objectives,
- Talking with other candidates and field trainers who are familiar with the modules.
- Reading module summaries, and
- Completing a Q-Sort of performance objectives.

Regardless of alternative chosen, a module completion flow chart is set up showing the long-range planning.

Phase II planning is short-range planning of individual modules. The same processes of assessing personal needs, setting goals and establishing plans take place, but plans about activities and deadlines are specific for the module.

A "Module Planning Worksheet" is provided with columns for listing the performance objectives, activities chosen for learning alternatives, the method of documentation (written or tape recorded, etc.) and the deadline dates. Space is provided for the student and field trainer's signatures. Primary responsibility for the planning rests with the student; however, the field trainer offers guidance.

DOCUMENT 100.

Stott, H. T., Cloud, K., Nedler, S., Olmstead, P., and Patterson, G. M. Integrating The Program. Field test edition. Portland, Oregon: State Technical Assistance and Training Office, Oregon Head Start, 1975, 205 pp. n.p.

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SUBJECT INDEX: Case study. Child development theory and principles. Evaluation of children. Goals. Individual differences. Lesson plans. Observation of behavior. Planning. Record keeping. Scheduling. Self-evaluation. Staff. Stages of development. Testing Instruments.

DESCRIPTION: Divided into two separate parts, the module Integrating the Program focuses on the interrelatedness of the various components of:

1) Oregon's CDA training program, and

2) The student's own center program or potential program.

Part II of the module may be completed at any time in the training program; however, Part I, which concerns the Oregon CDA program, contains process objectives that are ongoing throughout the student's program. It is begun as the student enters the program, but it is also the last module to be completed.

Process objectives in Part I require the student to:

1) Demonstrate an understanding of the goals and procedures of the Oregon CDA training program,

2) Complete the Oregon CDA initial appraisal and final assessment activities,

3) Demonstrate an understanding of the observation cycle and observation procedures used in the Oregon CDA assessment system,

4) Use goal setting procedures to design an integrated training curriculum for one's own experience in CDA,

5) Create and complete at least two personal learning experiences during CDA training,

6) Demonstrate the ability to keep records by maintaining a documentation portfolio,

7) Demonstrate the integration of teaching skills in a variety of teaching situations, and

8) Describe one's own concept of teaching including a statement of philosophy and attitude of early childhood education with documented evidence that the philosophy is reflected in personal style of teaching.

Attached to the module are articles describing the Oregon CDA procedures for module completion, initial appraisal, ongoing assessments, observation procedures, methods of documentation, college credit arrangements and charts showing the relationship of the Oregon observation system to the modules.

Integrative activities in Part II include:

1) Using observation and recording skills,

2) Maintaining accurate, continuing records of observation on each child for use in curriculum planning,

3) Establishing long- and short-range goals or objectives for individual children based on observation data in each area of development,

4) Planning and implementing activities based on the long- and short-range goals which were identified, and

5) Evaluating the program for its effectiveness.

DOCUMENT 101.

Robeck, M. C., Staab, R. B., and West, M. U. Language Development. Field test edition. Portland, Oregon: State Technical Assistance and Training Office, Oregon Head Start, 1975, 75 pp. n.p.

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SUBJECT INDEX: Books. Communication. Evaluation of children. Field trips. Games. Language. Lesson plans. Parents (involvement). Puppets. Reading readiness. Self-concept. Self-evaluation. Singing. Speech. Staff. Storytelling.

DESCRIPTION: As with other Oregon modules, the content in Language Development, although especially focused in one competency area is also applicable to several others. In this case the major emphasis is on competency statements in Area II; however, the performance objectives, keyed pre-assessment activities and learning alternatives also require the student to work with parents and other staff members on a total center language program.

Content emphasizes:

1) The sequential development of language (experiencing, listening, oral expression, reading and writing.),

2) The interrelatedness of listening, speaking, reading and writing skills,

3) Criteria to evaluate the language abilities and skills of individual children, and

4) Language development activities.

Learning alternatives are designed to provide knowledge and experience in the content areas and involve the student in planning, implementing and evaluating a series of language experiences with children in cooperation with parents and other staff members. Methods for the student to do self-evaluations include audio taping, videotaping, and using a self checklist provided in an appendix to the document. Also built into the assessment activities are observations by the student's field trainer.

DOCUMENT 102.

Hoy er, E. E., Staab, R. B., and West M. U. Motor Skill Development. Field test edition. Portland, Oregon: State Technical Assistance and Training Office, Oregon Head Start, 1975, 74 pp. n.p.

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x	Pre & Exit Assessment	
x	Portfolio Documentation	
x	Bibliography	
F	Media Materials	
ISC	Format	

SUBJECT INDEX: Blocks. Creative materials and activities. Dance. Games. Motor skills. Movement. Perception. Perceptual-motor development. Physical. Self-evaluation. Sensory learning.

DESCRIPTION: Introductory statements to the module Motor Skill Development explain how content and activities included here relate to work in other Oregon CDA modules.

For example, a student could be helped to set up a classroom for developing small-motor skills by looking at the module on Classroom Arrangement, and the module Equipment And Materials offers ideas on kinds of equipment for use outdoors in developing large-muscle skills.

The performance objectives for Motor Skill Development are based on the CDA competency statements and include the ability to:

1) Demonstrate knowledge and understanding of large-muscle, small-muscle and perceptual-motor development through classroom arrangement, daily schedule of activities and parent involvement, and

2) Develop appropriate instruments (checklists or videotape) for observing motor development, and use them to prescribe activities for children's continued satisfactory growth in large-muscle, small-muscle and perceptual-motor skills.

Pre-assessment activities, as in other Oregon modules, are completed and documented, and learning alternatives are chosen when these activities cannot be satisfactorily accomplished. The student either chooses from a variety of learning alternatives supplied in the document or devises her or his own in order to achieve a particular performance objective.

Suggested learning alternatives in the module include:

- Reading from a list of resources,
- Viewing films,
- Setting up a parent-teacher program with visual aids to relate motor skill activities to home chores,

- Photographing children doing large-muscle activities and using the photographs for a bulletin board display,
- Building a piece of indoor play equipment designed to use children's large muscles,
- Planning and using an obstacle course,
- Preparing classroom materials to help develop visual, auditory, olfactory, tactile and kinesthetic discrimination,
- Developing an evaluation checklist in terms of large-muscle, small-muscle and perceptual-motor skill development needs.

Separate appendix sections include all forms needed for module completion, resource lists and six content areas.

DOCUMENT 103.

Spencer, H. Music for Preschool Children. Field test edition. Portland, Oregon: State Technical Assistance and Training Office, Oregon Head Start, 1974, 178 pp. n.p.

	I	COMPETENCIES
x	II	
	III	
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	VI	
x	Personal Capacities	
x	Individualization	
x	Academic/ Field Int.	
x	Pre & Exit Assessment	
x	Portfolio Documentation	
x	Bibliography	
R	Media Materials	
ISC	Format	

SUBJECT INDEX: Child development theory and principles. Cognitive. Community. Creative. Culture. Dance. Emotions and feelings. Finger plays. Language. Listening activities. Music. Musical instruments. Observation of behavior. Physical. Planning. Rhythmic activities. Singing. Stages of development.

DESCRIPTION: The module Music for Pre-School Children encompasses knowledge related to the total music program; an understanding of how the music program can:

1) Help children learn language, develop muscle and body coordination and understand concepts,

2) Encourage freedom of expression and self-control,

3) Give children a portable craft, and

4) Encourage group unity and place value on ethnic culture.

There is also emphasis on the student's personal feeling regarding her or his own singing voice and musical capabilities. Learning alternatives include opportunities for learning about one's own music capabilities in accompanying singing with a classroom instrument such as a guitar or autoharp, and in using the tape recorder for enhanced musical awareness. Students also work to develop new ideas of using music in varied ways throughout the school day, including writing original songs and designing original activities.

Activities with the children include using music as a teaching tool for many areas of the curriculum in a variety of ways, such as listening, individual and group singing, dancing and use of musical instruments. Community involvement is encouraged through inviting community members to the classroom to provide music enrichment. A performance objective also requires the student to plan a music program which outlines a basic sequence for exposing children to music over a year's period of time, and takes into account stages of development.

Observation forms are provided in the document to help the student:

- Evaluate the use of the tape recorder to enrich classroom learning,
- Record the uses of music to enrich classroom learning (concept taught, way music was used, description, children's reactions and effectiveness), and
- Study the characteristics of "preschool" musicians.

Attached to the module are articles on the importance of using music with children, on the use of the autoharp, on the making of rhythm instruments and a collection of finger plays, songs, and exercises.

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x	Personal Capacities	
x	Individualization	
x	Academic/ Field Int.	
x	Pre & Exit Assessment	
x	Portfolio Documentation	
x	Bibliography	
F	Media Materials	
ISC	Format	

DOCUMENT 104.

Knutson, C., Staab, R. B., and West, M. U. Nutrition For Preschool Children. Field test edition. Portland, Oregon: State Technical Assistance and Training Office, Oregon Head Start, 1975, 99 pp. n.p.

SUBJECT INDEX: Case study. Cognitive. Cooking activities. Creative. Culture. Field trips. Finger plays. Flannel board. Food preparation. Games. Group management. Healthy. Home/Center. Individual strength. Language. Mass media. Mathematics. Nutrition. Parents (involvement). Planning. Recipes. Science. Self-concept. Self-evaluation. Snacks. Social. Social studies. Staff.

DESCRIPTION: The module Nutrition For Preschool Children, although emphasizing CDA Competency Area I, is essentially integrative with respect to the other competency areas. For example:

1) Information about planning menus and meal service for the center relates to staff responsibilities,

2) Activities designed to help the student work with parents to increase their nutrition awareness and help improve the family's nutrition at home encompass the functional area, Home/Center,

3) Using food and cooking activities with children to increase nutrition awareness also teaches mathematics, vocabulary skills, science principles, and helps to develop basic motor skills and eye-hand coordination: competencies with respect to Area II,

4) Working on good nutrition and eating habits with the children can serve to enhance their self-concepts, and

5) Organizing meal and snack routines relates to group management skills.

Pre-assessment and learning activities keyed to performance objectives involve the students in:

1) Planning, reviewing, and evaluating the center's menu and snack program,

2) Implementing nutrition activities taking the cultural backgrounds of children, the growing and harvesting seasons for foods, and children's physical and intellectual skills into account,

3) Planning and teaching a game about foods,

4) Making a bulletin board about food,

5) Organizing a meal service in which children are involved,

6) Working with the cook and other staff members to establish policies and procedures to assure safe and sanitary food handling,

7) Involving parents in workshops on nutrition, in menu planning, and visiting and eating with the children, and

8) Videotaping a meal time to share with parents.

Forms are provided for the student to complete a self-quiz covering many of the module objectives. A "Snack Checklist," helps check whether nutritional and educational needs are being met, a "Day Care Menu Form," reviews center menus, an "Observation of Child at Meal Time Form, focuses on the eating habits of one child, and a "List of Review Questions" assists in looking at the eating records of children. "Module Observation Episode Forms" are also provided for the field trainer to observe the student teaching a nutrition game and for observation of a center's meal time.

DOCUMENT 105.

Beers, M. L., Farber, A. and Pitsch, J. Oregon Child Development Associate Field Trainer Manual. Field test edition. Portland, Oregon: State Technical Assistance and Training Office, Oregon Head Start, 1975, 154 pp. n.p.

SUBJECT INDEX: Roles. Self-evaluation. Supplementary resource materials.

DESCRIPTION: In Oregon all CDA training takes place in the field, and it is the field trainer who is primarily responsible for enacting program guidelines. Presented in a workbook format, the Oregon Child Development Associate Field Trainer Manual delineates the roles and responsibilities of the field trainer.

		I	COMPETENCIES
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		Personal Capacities	
		Individualization	
		Academic/ Field Int.	
		Pre & Exit Assessment	
		Portfolio Documentation	
		Bibliography	
		Media Materials	
Manual		Format	

The manual is divided into sections with information and directions on the following:

1) Field trainer roles. These include: providing help in understanding and planning the CDA program, assisting with initial appraisal and long-range planning, guiding the student through module learning, systematically observing and conferencing the student, coordinating CDA training and other center training activities, providing students with additional resources and models of behavior, providing both professional and personal counseling to students, being responsive and available, being a motivator, and participating in the assessment process at all levels.

2) Module Guidelines. Students in the Oregon CDA program receive all of their academic credit through the completion of learning modules. This section itemizes the field trainer responsibilities for each of the twenty-two modules. Also included is a summary of each module, information on level of difficulty, and suggestions for chronological placement in the overall training plan.

3) Documentation. All documentation forms are included here with examples and summaries. The student's responsibilities are spelled out and a rationale is given for the field trainer's responsibility for clear and precise documentation.

4) The Training Process. This section discusses the changing relationships between the field trainer and the student during the training process, and describes appropriate techniques and skills for increasing communication.

5) Resources. Information is provided concerning the resources available through the STATO office, the community, and through the college and university system.

6) Self-Assessment, Renewal, Philosophy of Training. In this section the field trainer has the opportunity to share self-assessment techniques and a personal philosophy of training.

Spaces are provided throughout the manual for the field trainer to add personal comments and experiences.

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x	Pre & Exit Assessment	
x	Portfolio Documentation	
x	Bibliography	
F	Media Materials	
ISC	Format	

DOCUMENT 106.

Druian, J., Staab, R. B., Stott, H. T., and West, M. U. Preschool Art. Field test edition. Portland, Oregon: State Technical Assistance and Training Office, Oregon Head Start, 1975, 133 pp. n.p.

SUBJECT INDEX: Art. Cognitive. Communication. Creative materials and activities. Emotions and feelings. Individual differences. Language. Physical. Recipes. Self-evaluation. Sensory learning. Stages of development. Tempera painting.

DESCRIPTION: The overall purpose of the module Preschool Art is to provide the student with a working knowledge of basic principles of an art program for preschoolers, including the use of various materials and a knowledge of children's developmental readiness. Performance objectives for the student involve knowledge, skills, and attitudes in:

1) Recognizing the stages of artistic expression and development in preschool children,

2) Understanding some of the basic elements of art: shape, texture, space, line and color,

3) Organizing and managing an art area,

4) Introducing children to a variety of media,

5) Assisting children in the use of a variety of art tools,

6) Developing an approach that encourages children to experiment with media,

7) Emphasizing the process rather than the end product of art activities,

8) Understanding that individual children respond differently to various media,

9) Asking questions that encourage children to reflect on their art experiences, and

10) Using art expression to supplement other areas of learning (music, language, cultural awareness, health).

Students are provided with a number of learning alternatives keyed to each performance objective and are provided with all of the forms necessary for completion of the activities through an appendix section. Forms are also included for the field trainer to record evidences of process orientation, encouraging experimentation, use of art media and the candidate's questioning patterns and verbal and non-verbal interactions with the children. As with other Oregon modules, a form is included for the student to assess the module; i.e., was it understandable, were the objectives clear, were the activities helpful, was it enjoyable, etc. Attachments to the module include articles and lists for setting up art areas as well as ideas for art projects, with instructions and recipes.

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x	Pre & Exit Assessment	
x	Portfolio Documentation	
x	Bibliography	
F	Media Materials	
ISC	Format	

DOCUMENT 107.

Cohen, D., Miller, V., Staab, R.B., and West, M.U.
Preschool Mathematics. Field test edition. Portland, Oregon;
State Technical Assistance and Training Office, Oregon Head
Start, 1975, 72 pp. n.p.

SUBJECT INDEX: Child development theory and principles. Cognitive. Developmental tasks. Evaluation of children. Mathematics. Observation of behavior. Parents (involvement). School readiness. Stages of development.

DESCRIPTION: The module Preschool Mathematics is concerned with increasing the student's knowledge of preschool mathematics in an effort to make mathematics an enjoyable part of the daily lives of the children in the center, and to provide a foundation useful to them when they move on into the public school system.

Performance objectives require students to:

1) Identify the ways mathematics plays a role in the children's activities,

2) Define and use primary mathematical terms in appropriate interaction with the children,

3) Identify the stages of development as defined by Piaget and explain implications for a pre-math program,

4) List equipment useful for developing concepts of measurement, shape, number, and sets of groups,

5) Assess each child's developmental stage and plan challenging activities,

6) Plan curriculum content to build a foundation for public school experiences in mathematics,

7) Involve parents in the math program,

8) Identify available resources for the center math program.

Pre-assessment activities are keyed to the performance objectives above, as are the learning alternatives which provide a wide latitude for the student. As in other Oregon modules, the student first completes a checklist to determine his or her own learning style, and then chooses from a wide range of alternatives for meeting the performance objectives: reading, viewing films, interviewing and working with mathematics teachers, compiling idea files, observing other classrooms, holding discussions with other students, participating in group discussions, making obser-

math activities based on assessments of selected children, consulting other Oregon modules, checking out personal math terminology with that used by public school kindergarten, and first grade teachers, visiting public school curriculum libraries, analyzing the center parent involvement program concerning math, preparing parent guide sheets and also a file on community resources, persons and activities.

Checklists for students include:

- A method for observation in one's own classroom regarding the availability of math materials, arrangement of materials, evidence of spontaneous and structured activities, and variety of materials,
- Tips for parents in working with the math program,
- A mathematical competency chart (column for concepts and skills necessary to understand the concept).

Two "Module Observation Episode Forms" are also available for the field trainer, one for the observation of a math activity, the other for an observation of the candidate while involving a parent in the evaluation of a math activity.

Attachments to the module include content on mathematical concepts in an integrated curriculum, children's competencies in mathematics, activities for having fun while doing mathematics, and bibliographies of readings in mathematics as well as idea file references.

DOCUMENT 108.

McQueen, D., Staab, R.B., and West, M.U. Preschool Science. Field test edition. Portland, Oregon: State Technical Assistance and Training Office, Oregon Head Start, 1975, 140 pp. n.p.

	I	COMPETENCIES
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	Personal Capacities	
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x	Academic/ Field Int.	
x	Pre & Exit Assessment	
x	Portfolio Documentation	
x	Bibliography	
F	Media Materials	
ISC	Format	

SUBJECT INDEX: Child development theory and principles. Cognitive. Learning centers. Observation of behavior. Parents (involvement). Science. Self-evaluation. Stages of development.

DESCRIPTION: The module Preschool Science is designed to help the student use science-related topics throughout the general preschool program, increase student skills in problem solving and questioning, and add to the student's repertory of science activities in the biological and physical areas. Emphasis throughout the module is on a child development approach to the teaching of science in early childhood; that is, to build on children's natural inclinations to organize and understand their world.

Students choose from a wide range of learning alternatives keyed to the stated performance objectives:

- Record children's interest in science on a "Science Interest Tally Sheet" and share the information with the field trainer,
- Use a "Science Skills Checklist" to evaluate the general knowledge of several children at the center; plan and implement activities designed to increase the knowledge of at least three children in several of the areas listed on the checklist and have the field trainer observe these activities in the classroom using the "Science Activity Evaluation Sheet,"
- Use several reading sources to identify and describe areas in the biological sciences appropriate for the preschool science program,
- Plan science activities for use in the center with respect to insects, weather, magnetism, and the human body,
- Create a learning center in the room for children to discover something about gravity, air, sheep, birds, and shells,
- Develop an observation checklist based on the "Staff Evaluation of Science-Oriented Experiences" and use it while observing children working with the learning center materials,
- Use discovery techniques in a science activity,

- Make problem solving activity cards, and
- Describe a classroom science activity at a parent meeting.

Also included in the module is a list of activities not specifically related to the objectives, but offered as "what you can do just for fun." Forms are provided for the student to document progress on pre- and post-assessment activities, as are lists of resources available through the STATO office and those to be ordered elsewhere. Eleven articles are appended to the module including content regarding Piaget's four major stages of intellectual development, general readings in using science with preschoolers, science bibliographies, and resource lists.

	I	COMPETENCIES
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x	Personal Capacities	
x	Individualization	
x	Academic/Field Int	
x	Pre & Exit Assessment	
x	Portfolio Documentation	
x	Bibliography	
F	Media Materials	
ISC	Format	

DOCUMENT 109.

Stott, H. T. Principles of Learning. Field test edition. Portland, Oregon: State Technical Assistance and Training Office, Oregon Head Start, 1975, 140 pp. n.p.

SUBJECT INDEX: Child development theory and principles. Human development. Learning theory. Lesson plans. Motivation. Observation of behavior. Planning. Play. Reinforcement. Self-evaluation.

DESCRIPTION: Content and learning activities in the Principles of Learning module move the student from a description of the nature of learning, the nature of the learner, and the role of instruction according to three different theories:

1) Reinforcement,

2) Experiential or cognitive-developmental, and

3) Eclectic,

through various steps in the application of learning theory:

- Personally investigating these learning theories in relationship to activities in the early childhood classroom,
- Investigating the characteristics of preschool learning and the relationship of play,
- Applying principles of learning to principles of instruction in an instructional sequence,
- Adjusting instruction to the level of individual children, and
- Describing one's own teaching style, stating reasons for preferring that style based on knowledge of learning and learners and the role of the teacher in preschool settings

The student must also demonstrate competence in assessing the learning environment of his or her own center in the areas of cognitive, affective and psychomotor learning and plan and carry out changes necessary to make the learning situation more consistent with sound principles of learning and instruction. A "Classroom Evaluation Checksheet" is provided in the document to assist the student in the task.

Found in the appendices are lists of resource materials which are annotated and describe the reading level. In addition, thirteen articles are attached which offer content applicable to the separate learning activities.

DOCUMENT 110.

Benoliel, R. and Thurston, H. Safe and Healthy Learning Environment. Field test edition. Portland, Oregon: State Technical Assistance Training Office, Oregon Head Start, 1975. 218 pp. n.p.

xx	I	COMPETENCIES
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x	Personal Capacities	
x	Individualization	
x	Academic/ Field Int.	
x	Pre & Exit Assessment	
x	Portfolio Documentation	
x	Bibliography	
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SUBJECT INDEX: Case study. Communication. Community. Cooking activities. Emotions and feelings. Environment. Field trips. First aid. Flannel board. Group management. Guiding children. Healthy. Interpersonal relationships. Outdoor play. Physical. Planning. Safe. Self-concept. Self-evaluation. Singing. Social. Social services. Staff.

DESCRIPTION: Although major focus for the module Safe and Healthy Learning Environment is on CDA competency Area I, learning activities involve the student in some facet of each of the other competency areas as well as the "Personal Capacities", in that application is made to social-emotional and mental health concepts. In addition to physical health, there are eighteen performance objectives which range from a specific performance such as demonstrating the techniques to be used in artificial respiration and checking or assembling a first aid kit, to describing the relationship between health and motor development, self-concept, short- and long-range planning, and science for preschoolers.

Pre-assessment activities and learning alternatives are keyed to performance objectives and allow for individualization of content and activities. An appendix section includes all necessary forms for documentation and provides an indication of the breadth and depth of materials included in the module:

For use by the field trainer:

- Module Observation Episode form: "Observation of the Daily Health Check", and
- Observation Guidelines: "Observing Healthy and Safe Practices in Children."

For use by the student:

- Module Observation Episode: "Observing Children's Practices in Cooking,"
- Response Sheet: "Interpersonal Skills--Self-Assessment Worksheet,"
- Sample recording sheet of "Children/Adults Interaction,"
- "Classroom Environment Summary" (For stipulating arrangements to provide outlets for children's feelings of hostility, anger, etc.),

- "Feedback Checklist" (For evaluation of personal feedback to children for both inappropriate and appropriate behavior),
- Response Sheet: "Giving Feedback to Children, A Teacher Awareness Worksheet,"
- A Sample Format for a "Case Study in Feedback,"
- Observation Questions: "Classroom Rest Time" (Focus is on the student's expectations and classroom procedures),
- Observation Questions: "Classroom Meal Time," and
- Observation Questions: "Classroom Toileting Routine."

DOCUMENT 111.

Bishop, R. S., Cammack, L., Jessen, B., Olmsted, C., Staab, R. H. West, M. W., and Wood. S. *Self-Concept and Social Studies.* Field test edition. Portland, Oregon: State Technical Assistance and Training Office, Oregon Head Start, 1975, 165 pp. n.p.

	I	COMPETENCIES
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x	IV	
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x	Personal Capacities	
x	Individualization	
x	Academic/Field Int.	
x	Pre & Exit Assessment	
x	Portfolio Documentation	
x	Bibliography	
F	Media Materials	
ISC	Format	

SUBJECT INDEX: Books. Case study. Child development theory and principles. Cognitive. Communication. Community. Culture. Dramatic play. Emotions and feelings. Field trips. Guiding children. Group management. Individual strength. Interpersonal relationships. Lesson plans. Mental health. Parents (involvement). Planning. Self-concept. Self-evaluation. Social. Social studies.

DESCRIPTION: This module combines the topics of *Self-Concept and Social Studies* based on the premise that how a child views the world and his or her place in it is related to how that child views him or herself. The module is divided into two parts with separate performance objectives, pre-assessment activities and learning alternatives. Part I is intended to clarify knowledge about the development of the self-concept and to add to the student's skills in fostering positive self-concepts and parent's understanding concerning the topic.

Part II emphasizes the social studies curriculum and its contribution to the children's sense of the world: their personal world of family and the wider world of community and country.

Content in Part I focuses on:

- Theories of self-concept,
- Self-concept and school achievement,
- Influence of teachers on the self-concept, and
- The impact of fear and discrimination on self-concept.

Activities involve the student in creating and using methods and activities to raise children's self-esteem, completing a self-evaluation on guidance techniques used, making and analyzing tape recordings of conversations with the children at lunch and during small-group and informal activities, and involving parents in a home-school partnership designed to enhance children's positive self-concept.

The student is required to meet four major performance objectives in "Part II: Social Studies"

1) Plan and implement a social studies curriculum which offers children opportunities to understand their roles as individuals, family members, and community members,

2) Plan and implement social studies curriculum for children which expands their awareness of career roles within their community,

3) Plan and implement activities for children which give appropriate emphasis to holidays, seasons, national and community events and observances, and

4) Identify available resources (people, places, materials, equipment, and services) to assist in planning and implementing the social studies curriculum.

Checklists and observation forms required by the student and field trainer are included in a separate appendix. Attached to the module are articles, resources for dramatic play, mental health activities for children, and bibliographies of affective development and humanistic education.

	I	COMPETENCIES
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x	Personal Capacities	
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x	Portfolio Documentation	
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	Media Materials	
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DOCUMENT 112.

Saracho, O., Muñoz, C., Martinez, F. A. *Selecting and Implementing Art Experiences for Young Children, Module 01.01.* Revised edition. Edinburg, Texas: Child Development Associate Program, Pan American University, 1975, 21 pp. n.p.

SUBJECT INDEX: Art. Child development theory and principles. Creative. Creative materials and activities. Language. Lesson plans. Mathematics. Music. Outdoor play. Social studies. Space. Stages of development. Tempera painting.

DESCRIPTION: The module, *Selection and Implementing Art Experiences for Young Children* focuses on the competency statement in Area II concerning the provision of a variety of creative art media and allowing children freedom to symbolize in their own terms.

Included in the module are instructions to the student, a list of objectives for the module, pre- and post-assessment tasks, essential learning activities, learning alternatives and remediation procedures. Content is provided through readings and attendance at seminars and lectures.

Post-assessment procedures include:

1) An evaluation of an art experiences file constructed by the student to include a minimum of five art experiences for five curriculum areas using different materials and tasks. An "Art Experiences File Observation Guide" is used to make this evaluation.

2) Assessment of the student's on-site art area using an "Art Area Observation Guide."

3) Evaluation of the student's performance on the implementation of three on-site art experiences using the "Art Experiences Observation Guide."

The three observation instruments are included in the document.

DOCUMENT 113.

Saracho, O., Muñoz, C., and Martinez, F. A. *Selecting and Implementing Music Experiences for Young Children, Module 01.02*. Revised edition. Edinburg, Texas: Child Development Associate Program, Pan American University, 1975, 20 pp. n.p.

SUBJECT INDEX: Child development theory and principles. Creative. Creative materials and activities. Learning centers. Listening activities. Musical instruments. Rhythmic activities. Singing.

DESCRIPTION: The module, *Selecting and Implementing Music Experiences for Young Children* follows a similar format to the module on art experiences (see description of Document Number 112), and is focused on the same competency statement in Area II. Post-assessments include the same three types of activities with emphasis on music (design a musical experience file, etc.). Evaluation instruments cover content pertaining to music.

	I	COMPETENCIES
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x	Pre & Exit Assessment	
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	Bibliography	
	Media Materials	
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	I	COMPETENCIES
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	Personal Capacities	
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x	Pre & Exit Assessment	
x	Portfolio Documentation	
x	Bibliography	
	Media Materials	
I	Format	

DOCUMENT 114.

Saracho, O., Muñoz, C. and Martinez, F. A. Selecting and Implementing Social Studies Experiences for Young Children, Module 01.03. Revised edition. Edinburg, Texas: Child Development Associate Program, Pan American University, 1975, 18 pp. n.p.

SUBJECT INDEX: Cognitive. Community. Culture. Games. Home/ Center. Individual strength. Planning. Self-concept. Social. Social Studies. Values.

DESCRIPTION: Using social studies content as a source, the module Selecting and Implementing Social Studies Experiences for Young Children integrates competencies in the cognitive and self-concept dimensions. Included in the module are objectives, student instructions, pre- and post-assessment activities and criteria, learning resources and activities.

Learning activities are stipulated as essential or as alternatives. On the essential list are:

- Attending seminars and lectures,
- Reading assigned textbooks,
- Observing and recording social studies teaching in early childhood centers,
- Demonstrating a social studies experience in a micro-teaching situation, and
- Developing a social studies unit for young children and implementing, modifying and evaluating two social studies experiences from the planned unit.

In the post-assessment, the student's work on compilation of a resource file, on a social studies unit, and on-site social studies teaching experiences are evaluated by means of "Observation Guides." The three instruments are included in the module.

DOCUMENT 115.

Saracho, O., Muñoz, C., and Martinez, F. A. Writing Behaviorial Objectives, Module 02.01. Revised edition. Edinburg, Texas: Child Development Associate Program, Pan American University, 1975, 7 pp. n.p.

SUBJECT INDEX: Behavioral objectives.

DESCRIPTION: Writing Behavioral Objectives is a module designed to assist students in defining, labeling, writing, and implementing behavioral objectives. Essential learning activities include attending seminars/lectures devoted to the terminology of behavioral objectives, reading textbook materials, changing statements to behavioral objectives and writing and implementing behavioral objectives with a group of young children. Post-assessment is an evaluation by the CDA instructor using a "Terminology of Behavioral Objectives Observation Guide."

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	Portfolio Documentation	
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	Media Materials	
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	Personal Capacities	
x	Individualization	
x	Academic/ Field Int.	
x	Pre & Exit Assessment	
x	Portfolio Documentation	
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	Media Materials	
I	Format	

DOCUMENT 116.

Saracho, O., Muñoz, C., and Martinez, F. A. *Individualized Instruction for Young Children, Module 02.02.* Revised edition. Edinburg, Texas: Child Development Associate Program, Pan American University, 1975, 10 pp. n.p.

SUBJECT INDEX: Individual differences. Learning theory. Stages of development.

DESCRIPTION: The module *Individualizing Instruction for Young Children* is written in outline format and includes student objectives, pre- and post-assessment procedures, learning activities and remediation procedures. The CDA competency statements addressed in this module are those statements in Areas I, II, and III which designate that the schedule should be flexible to adjust to special circumstances and needs, that opportunities for children's independent choices should be provided, and that children's individual strengths and weaknesses should be considered when assessing levels of accomplishment against the background of norms for a developmental stage.

Objectives for the student include identifying the four major approaches to individualizing instruction:

1) Individually diagnosed,

2) Self-directed instruction,

3) Personalized instruction, and

4) Independent study.

The student must also list strengths and disadvantages for each of the four approaches, design a plan for using each approach to individualize instruction, and then implement the plan in a classroom setting with three-, four- and/or five-year old children.

For the post-assessment the student is evaluated by the CDA instructor using an "Individualizing Instruction Observation Guide."

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	Personal Capacities	
x	Individualization	
x	Academic/ Field Int.	
x	Pre & Exit Assessment	
x	Portfolio Documentation	
	Bibliography	
	Media Materials	
I	Format	

DOCUMENT 117.

Saracho, O., Múnoz, C. and Martinez, F. A. Writing and Implementing A Lesson Plan, Module 02.03. Revised edition. Edinburg, Texas: Child Development Associate Program, Pan American University, 1975, 8 pp. n.p.

SUBJECT INDEX: Individual differences. Lesson plans. Planning.

DESCRIPTION: Objectives for the student in the module, Writing and Implementing A Lesson Plan include the ability to:

- Select a curriculum area for the development of a lesson plan,
- Select various types of activities to include in the plan,
- Write a lesson plan to serve as a basis for a particular area, and
- Implement the plan with at least eight children, ages three to five.

Learning activities require that the student attend seminars and lectures, examine lesson plans, observe peer-trainees implementing lesson plans, and write and implement plans with children.

The student is assessed by the CDA instructor by means of a "Lesson Plan Observation Guide." This instrument is included in the module.

DOCUMENT 118.

Saracho, O., Mũnoz, C. and Martinez, F. A. Planning and Implementing A Flexible Daily Schedule, Module 02.04. Revised edition. Edinburg, Texas: Child Development Associate Program, Pan American University, 1975, 8 pp. n.p.

SUBJECT INDEX: Environment. Meals. Outdoor play. Planning. Play. Scheduling.

DESCRIPTION: The module Planning and Implementing a Flexible Daily Schedule has as objectives the student's ability to establish a planned sequence of active and quiet periods and of balanced indoor and outdoor activities. Included in the module, which is written in outline format, are directions for pre-and post-assessment, listings of essential and alternative learning activities, remediation procedures, and a "Daily Schedule Observation Guide."

The student visits an early childhood program and uses the criterion reference on the "Daily Schedule Observation Guide" to evaluate the daily schedule, keeps observation records for one week of rest period, toileting and meal times, and writes and implements both half-day and full-day schedules.

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	Personal Capacities	
x	Individualization	
x	Academic / Field Int.	
x	Pre & Exit Assessment	
x	Portfolio Documentation	
	Bibliography	
	Media Materials	
I	Format	

DOCUMENT 119.

Saracho, O., Mũnoz, C. and Martinez, F. A. *Achieving Classroom Transitions, Module 02.05*. Revised edition. Edinburg, Texas: Child Development Associate Program, Pan American University, 1975, 6 pp. n.p.

SUBJECT INDEX: Environment. Group management. Guiding children. Social.

DESCRIPTION: Objectives for the module, *Achieving Classroom Transitions*, are for the student to be able to describe, in writing, a minimum of five techniques for effective transitions from one classroom activity to another, and to demonstrate at least two of the techniques. Both essential and alternative learning activities are designated in the module. Among the essential activities are conducting a practice fire drill with a minimum of fifteen young children, and attending seminars and lectures devoted to the topic. In the post-assessment the students are assessed by the CDA instructor using a "Transitions Observation Guide."

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	Personal Capacities	
x	Individualization	
x	Academic/ Field Int.	
x	Pre & Exit Assessment	
x	Portfolio Documentation	
	Bibliography	
	Media Materials	
I	Format	

DOCUMENT 120.

Saracho, O., Mũnoz, C. and Martinez, F. A. *Providing a Learning Environment Through Positive Reinforcement, Module 02.06.* Revised edition. Edinburg, Texas: Child Development Associate Project, Pan American University, 1975, 10 pp. n.p.

SUBJECT INDEX: Behavior modification. Learning theory. Observation of behavior. Reinforcement.

DESCRIPTION: Post-assessment for the module, *Providing a Learning Environment Through Positive Reinforcement*, requires the student to demonstrate positive reinforcement techniques at every given opportunity in a thirty-minute period using a classroom where a specific and appropriate child behavior is determined to be lacking. An "Observation Worksheet" is used as the standard for assessment with a criterion of 75 percent positive reinforcement occuring during the thirty-minute period.

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	Personal Capacities	
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x	Academic/ Field Int.	
x	Pre & Exit Assessment	
	Portfolio Documentation	
	Bibliography	
	Media Materials	
I	Format	

DOCUMENT 121.

Saracho, O., Mũnoz, C. and Martinez, F. A. Identifying Children's Learning Behaviors Through Record-Keeping, Module 02.07. Revised edition. Edinburg, Texas: Child Development Associate Program, Pan American University, 1975, 9 pp. n.p.

	I	COMPETENCIES
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	Personal Capacities	
x	Individualization	
x	Academic/ Field Int.	
x	Pre & Exit Assessment	
x	Portfolio Documentation	
	Bibliography	
F VT	Media Materials	
I	Format	

SUBJECT INDEX: Case study. Evaluation of children. Observation of behavior. Record-keeping. Staff.

DESCRIPTION: Students completing the module, Identifying Children's Learning Behaviors Through Record-Keeping, are required to:

1) Develop and use records for recording observations of children's learning behavior,

2) Interpret the behavior from the recorded observations, and

3) Implement learning alternatives based on the interpretations.

Essential learning activities include reading books on child study methods, practicing using a frequency chart for recording behaviors in an early childhood classroom, and developing three records to record behavior. For the post-assessment, the student is recorded by videotape in a classroom setting, and then makes a record of children's learning behavior from the videotape record. The student's summary and videotape record are assessed by the trainer using the "Identifying Children's Behavior Through Record-Keeping Observation Guide."

DOCUMENT 122.

Saracho, O. Resource Listing. Edinburg, Texas: Child Development Associate Program, Pan American University, n.d., 15 pp. n.p.

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	Personal Capacities	
	Individualization	
	Academic/ Field Int.	
	Pre & Exit Assessment	
	Portfolio Documentation	
	Bibliography	
	Media Materials	
	Format	

Resource Guide

SUBJECT INDEX: Art. Bilingual. Cognitive. Creative. Culture. Dance. Environment. Games. Group management. Handicapped children. Healthy. Home/Center. Individual strength. Language. Mathematics. Music. Physical. Safe. Science. Self-concept. Singing. Social. Spanish-speaking. Staff. Supplementary resource materials. Water play.

DESCRIPTION: Resource Listing is a 15 page compilation of audiovisual, and printed resource materials for CDA training. The materials are annotated and classified according to competency and functional areas.

	I	COMPETENCIES
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	Personal Capacities	
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x	Academic/ Field Int.	
x	Pre & Exit Assessment	
x	Portfolio Documentation	
	Bibliography	
	Media Materials	
C	Format	

DOCUMENT 123.

Foster, C. Clay. Coolidge, Arizona: Arizona HSST/CDA, Pinal County Community College District, n.d., 12 pp. n.p.

SUBJECT INDEX: Art. Clay. Cognitive. Creative. Creative materials and activities. Emotions and feelings. Field trips. Guiding children. Individual strength. Physical. Recipes. Self-concept. Sensory learning.

DESCRIPTION: This module is self-contained in that all necessary materials for module completion are included. The purpose of the module is to provide information concerning:

- The values of clay activities,
- The types of clay,
- Materials to use with clay, and
- Ideas for the successful use of clay.

The module is geared very specifically to competency statements within Competency Area II, "Advancing Physical and Intellectual Competence" and one related competency statement in Area III, "Building Positive Self-Concept and Individual Strength." For each competency statement there is a direction to the field trainer to aid in competency pre-assessment, thus allowing for individualization of content.

This pre-assessment procedure is followed by a form which lists:

- Specific module objectives,
- Suggested activities for attaining those objectives, and
- A column for the field trainer to date and initial successful completion of the objective and activity.

Learning activities include reading appropriate sections in the study guide and integrating the content with field experiences, such as properly storing the clay, setting limits for the children as to where the clay can be used, gathering appropriate accessories, working with individual children, etc.

Content included in the study guide is geared to the specific purposes for the module and includes recipes for making claydough, modeling dough, etc. A final section presents guides to the successful use of clay and relates the modeling experience to other curriculum areas, i.e., field trips and singing.

DOCUMENT 124.

Foster, C. The Early Childhood Program and the Community. Coolidge, Arizona: Arizona HSST/CDA, Pinal County Community College District, n.d. n.p.

	I	COMPETENCIES
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	Personal Capacities	
x	Individualization	
x	Academic/ Field Int.	
x	Pre & Exit Assessment	
x	Portfolio Documentation	
x	Bibliography	
	Media Materials	
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SUBJECT INDEX: Advocacy. Cognitive. Community. Field trips. Home/Center. Parents (involvement). Social services. Social studies. Staff.

DESCRIPTION: The Early Childhood Program and the Community is a self-contained training module which integrates Competency Areas II, V, and VI. As the student acquaints the children with the people who keep things functioning in their immediate environment (Competency Area II) she or he also becomes involved with parents and coordinating home and center activities (Area V) and school-community activities (Area VI).

Specific module objectives require the student to demonstrate an awareness of:

- The dependent relationship between school and community, and
- The role that parents can play in helping acquaint children with the people who keep their community functioning,

and to demonstrate the ability to:

- Acquaint citizens of the community with the school and its purposes,
- Become familiar with the community businesses, groups and resources, and to use available referral agencies,
- Refer parents to books and magazines when appropriate,
- Acquaint children with community members, and
- Effectively plan, carry out, and follow-up on field trips into the community.

A form is provided which lists objectives, related suggested activities, and an assessment check with space for dating and initialing by the field trainer. Learning activities are consistent with objectives, as is content provided in the study guide. Detailed instructions are included for conducting a field trip, including a pre-site visit. The study guide concludes with a listing of bibliographical references.

	I	COMPETENCIES
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x	Individualization	
x	Academic/ Field Int.	
x	Pre & Exit Assessment	
x	Portfolio Documentation	
x	Bibliography	
	Media Materials	
ISC	Format	

DOCUMENT 125.

Foster, C. Encouraging the Open Expression of Feelings. Coolidge, Arizona: Arizona HSST/CDA, Pinal County Community College District, n.d., 12 pp. n.p.

SUBJECT INDEX: Art. Creative materials and activities. Dance. Dramatic play. Emotions and feelings. Group management. Guiding children. Language. Music. Observation of behavior. Physical. Psychological needs. Social. Storytelling.

DESCRIPTION: Content and learning activities in training module #22, Encouraging the Open Expression of Feelings, focuses on the specific competency statement in Competency Area IV which states that "The CDA, through Example and Attitude, Creates an Atmosphere for the Expression and Acceptance of Feelings." In the preassessment, the field trainer interviews the CDA and observes the interaction with children, as well as observes the children in their action with one another and other adults.

As with other Arizona training modules an "Objectives, Activities, and Criteria Checklist" form is provided to facilitate individualization of training and the assessment process. It is divided into three adjacent columns for objectives, suggested activities, and space for the field trainer to date and initial when the objective has been met.

The study guide presents content covering both background information and teacher techniques, for example:

- Feelings that need to be expressed,
- Recognizing a child's feelings,
- Accepting feelings, and
- Activities to encourage the open expression of feelings.

In addition to bibliographical references, two references are listed for "suggested reading."

Baker, K.R. (Ed.) Ideas that Work with Young Children. Washington, D.C. National Association for the Education of Young Children, 1972.

Read, K.R. The Nursery School: A Human Relationships Laboratory. Philadelphia, Pennsylvania: W. B. Saunders, 1971

	I	COMPETENCIES
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x	Individualization	
x	Academic/ Field Int.	
x	Pre & Exit Assessment	
x	Portfolio Documentation	
x	Bibliography	
	Media Materials	
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DOCUMENT 126.

Foster, C. Establishing Relationships with Parents to Facilitate Communication. Coolidge, Arizona: Arizona HSST/CDA, Pinal County Community College District, n.d, 13 pp. n.p.

SUBJECT INDEX: Communication. Emotions and feelings. Home/ Center. Interpersonal relationships. Parents (involvement). Self-concept. Self-evaluation.

DESCRIPTION: Establishing Relationships with Parents to Facilitate Communication relates to Competency Areas III and V with the rationale that a more positive idea of self is fostered for the child when teachers and parents work together. The purpose of the module is to provide the student with background information and methods for establishing effective home/center communication and cooperation.

The document is self-contained and includes an "Objectives, Activities, and Criteria Checklist", a study guide and a Bibliography. Objectives for the student include demonstrating:

- An awareness of parents' feelings toward their child being in the center,
- An awareness of the various levels of parent-teacher interactions,
- Knowledge of the types of parent-teacher contacts, their effectiveness, and practicality,
- Ability to conduct planned conferences and to use a written evaluation tool when reporting child progress to parents,
- Ability to encourage parent involvement, and to obtain ideas and techniques about working with parents from others in the field of early childhood, and
- The establishment of a systematic and ongoing method for documenting family contacts.

Activities are varied and involve the student in studying, making card files, scheduling group meetings with parents, involving parents in a helping role in the classroom, encouraging parents to share their special talents or skills, and working on an evaluation tool.

DOCUMENT 127.

Foster, C. Establishing Rules. Coolidge, Arizona: Arizona HSST/CDA, Pinal County Community College District, n.d. n.p.

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	Personal Capacities	
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x	Academic/ Field Int.	
x	Pre & Exit Assessment	
x	Portfolio Documentation	
x	Bibliography	
	Media Materials	
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SUBJECT INDEX: Emotions and feelings. Group management. Guiding children. Psychological needs. Self-evaluation. Social.

DESCRIPTION: With the exception of suggested reading in two additional textbooks, all necessary materials for module completion are contained in training module five, Establishing Rules. This module addresses one competency statement in Competency Area IV: the CDA's ability to establish a reasonable system of limits, rules and regulations to be understood, honored and protected by children and adults. The purpose of the module is to help the CDA "understand, establish, and evaluate authority, limits, and rules within the classroom."

Content presented in the study guide includes:

- A positive view of discipline,
- Values of limits for the young child,
- The involvement of children in rule-making,
- The child's feelings in relation to limits,
- Confidence and consistency in disciplining.

Activities involve the student in discussions with the field trainer concerning content in the study guide and its application in the classroom; being observed by the field trainer; and self-evaluations concerning one's classroom rules and how these are communicated to parents and other personnel. An "Objectives, Activities, and Criteria Checklist" is provided for ongoing assessment record keeping.

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	Personal Capacities	
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x	Pre & Exit Assessment	
x	Portfolio Documentation	
x	Bibliography	
	Media Materials	
ISC	Format	

DOCUMENT 128.

Migliaro, A. Planned Arrangements and Schedules. Coolidge, Arizona: Arizona HSST/CDA, Pinal County Community College District, n.d, 19 pp. n.p.

SUBJECT INDEX. Child development theory and principles. Learning centers. Lesson plans. Planning. Scheduling. Self-evaluation.

DESCRIPTION: The focus in training module three, Planned Arrangements and Schedules, is on two competency statements in Area I: arrangement of the physical environment to allow for active movement and quiet activities, and providing flexibility in time schedule, program, and space arrangement. In order to accomplish these competencies the student is offered guidelines in the use of planned schedules and lesson planning.

Content in the study guide and related reading presents child development principles as a background for planning and structuring the schedule. A module supplement includes samples of different lesson plans and lists advantages and disadvantages of each.

Learning activities, geared to specific objectives on the "Objectives, Activities, and Criteria Checklist", include:

- Reading in the study guide and related references (found in the bibliography).
- Evaluating center lesson planning practices,
- Formulating a new lesson plan for the center to include time schedule, planned activities, and designation of responsibilities,
- Developing lesson plans for a two-week period,
- Evaluating the lesson plans with the field trainer,
- Carrying out the formulated lesson plans, and
- Discussing and evaluating results with the field trainer.

DOCUMENT 129.

Foster, C. Understanding Parents' Values for Their Children and Recognizing the Family as a Prime Educator. Coolidge, Arizona: Arizona HSST/CDA, Pinal County Community College District, n.d, 17 pp. n.p.

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	Media Materials	
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SUBJECT INDEX: Communication. Community. Culture. Home/Center. Interpersonal relationships. Parents (involvement). Self-concept. Self-evaluation. Values.

DESCRIPTION: The purpose of this self-contained training module, Understanding Parents' Values for their Children, and Recognizing the Family as a Prime Educator, is to facilitate coordination of home and school activities. The major premise is that a harmonious home-school relationship has the potential for fostering positive self-concepts in children.

There are fourteen objectives for the student with suggested activities pertaining to each objective. Included in the list of objectives are requirements for the student to demonstrate the ability to:

- Incorporate appropriate elements of the parents' culture into the classroom program,
- Obtain information from parents concerning the values and expectations they hold for their children, and systematically organize and record this information,
- Involve parents and their ideas when planning the goals and objectives of the center program,
- Involve parents as volunteer helpers, using their talents and abilities as sources for enriching the program,
- Keep parents informed about the ongoing activities of the center, and
- Plan and carry out professional responsibilities concerning a parent education program.

Learning activities to meet the objectives are varied and encompass reading, recording, evaluating, and improving the center's parent involvement program, developing plans with the trainer and center staff for a parent education program, carrying out a portion of that program, and evaluating the results with the field trainer.

Necessary content for module completion is found in the Study Guide. In addition, a supplement to the module explains the role of the young child in assuming some home responsibilities. A list of applicable responsibilities is included for three- and four-year-olds.

DOCUMENT 130.

Barr, E. Child Psychology. Holly Springs, Mississippi: Supplementary Training, Rust College, 1975, 27 pp. $2.25.

SUBJECT INDEX: Child development theory and principles. Cognitive. Developmental tasks. First aid. Group management. Healthy. Language. Motor skills. Movement. Observation of behavior. Perception. Perceptual-motor development. Physical. Play. Safe. Social. Stages of development.

DESCRIPTION: The module, Child Psychology, focuses on physical, social, motor, visual, cognitive and language development. In each content area, application is made to children in early childhood classroom settings.

Although some content is included in the module, readings are assigned in a text and other supplementary materials. Students complete a diagnostic pre-assessment instrument, become familiar with objectives, study and implement the objectives by choosing learning alternatives, and evaluate competency achievement through instrumentation provided by the instructor.

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	Bibliography	
F	Media Materials	
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xx	I	COMPETENCIES
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x	Individualization	
x	Academic/ Field Int.	
x	Pre & Exit Assessment	
x	Portfolio Documentation	
x	Bibliography	
	Media Materials	
ISC	Format	

DOCUMENT 131.

McGlone, C. and Dotson, M. Principles of Early Childhood Education. Dayton, Ohio: Sinclair Community College, n.d., 56 pp. $2.25.

SUBJECT INDEX: Case study. Environment. Equipment. Group management. Guiding children. Home/Center. Learning centers. Observation of behavior. Outdoor play. Play. Room arrangement. Scheduling. Staff. Volunteers.

DESCRIPTION: Principles Of Early Childhood Education is the CDA packet for the course, Early Childhood Education 101. This course addresses itself to specific statements under CDA Competency Area I which relate to the "classroom environment": organizing space into functional areas; maintaining a planned arrangement for furniture, equipment and materials; organizing the classroom so that children can be responsible; arranging for active and quiet activities; flexibility in arrangements; and attention to light and air.

The course also covers the competency statement in Area II that speaks to utilizing, supporting, and developing the play impulse, and the statement in Area IV concerning the establishment of a reasonable system of limits, rules and regulations.

Materials included in the packet are:

1) A list of the competencies and how they relate to parts of the textbook to be used for the course: Katherine Read's, The Nursery School, A Human Relationships Laboratory, 5th edition,

2) A list of behavioral objectives. These objectives are related directly to the CDA competency statements, e.g., "the teacher (student) will plan and arrange specific interest areas,"

3) Student requirements,

4) The Seattle-Medford Competency List,

5) The pre- and post-assessment. This checklist is based on a Bank Street College of Education checklist, "Your Classroom As You See It - A Self-Study." Ratings are from one to five. Items cover room arrangement, materials and equipment, displays, classroom library, classroom management, climate in the classroom, methods of control, meeting individual needs, and other areas related to the competency areas,

6) Chapter questions. (These questions refer to specific chapters in the textbook, and are to be submitted and checked,)

7) Supplementary materials to be used with different chapters in the text, nursery school teaching, suggestions for classroom arrangements, suggested schedules , physical facilities, equipment, and materials, observing and recording, suggestions for organizing and supervising activity periods, teachers assistants, responsibilities of teachers of young children, working with parents, and volunteers

8) An observational checklist,

9) A "Classroom and Outdoor Environment Observation Checklist,"and

10) Sources of information and a bibliography.

In addition to answering questions for different chapters of the text, students submit a sample schedule of daily activities, an observational record of one child, a paper on the value of play, two floor plans for classroom arrangement, and observations at two different centers. They must also show gains on the posttest assessment and pass a mid-term and final test with 80% accuracy.

DOCUMENT 132.

McGlone, C., and Dotson, M. Advanced Principles Of Early Childhood Education. Dayton, Ohio: Sinclair Community College, n.d., 94 pp. $2.25.

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x	Academic/ Field Int.	
x	Pre & Exit Assessment	
x	Portfolio Documentation	
x	Bibliography	
	Media Materials	
ISC	Format	

SUBJECT INDEX: Art. Cognitive. Creative. Developmental tasks. Environment. Individual strength. Language. Learning centers. Lesson plans. Mathematics. Music. Outdoor play. Planning. Play. Science. Self-concept. Social studies. Staff. Stages of development.

DESCRIPTION: Advanced Principles Of Early Childhood Education is the CDA packet for the course, Early Childhood Education 102 at Sinclair Community College. Content focuses on six CDA competency statements in four competency areas:

Area I: Establishing a planned sequence of active and quiet periods; of balanced indoor and outdoow activities,

Area II: Increasing knowledge through stimulating observation; providing for manipulative-constructive activities; and acquainting children with people who keep things functioning in the immediate environment,

Area III: Keeping a balance for the individual child between mastery and challenging experiences, and giving direct, realistic affirmation to the child's advancing skills, and

Area VI: Being aware of management functions such as ordering of supplies and equipment, and scheduling of staff time.

These CDA competency statements are also correlated with certain chapters in the required textbook: Good Schools for Young Children, Third edition, by Leeper, Dales, Skipper and Witherspoon.

Activities for the student include reading in the textbook and answering questions based on the readings; also:

- **Completing and submitting a "self-test" on each chapter. (The self-test is included in the packet.)**

- Writing nine lesson plans for: language arts, social studies, math, science, sensory-motor, outdoor play, music, art, and health and safety. The lesson plans are to include purpose, behavioral objectives, materials needed, procedure, results and evaluation. Lesson plan forms are provided in the packet;

- Writing papers on terms and concepts, early childhood educators and early childhood teaching kits;

- Reviewing and writing resumes on films and filmstrips;

- Creating a resource file; and

- Conducting a curriculum observation using a "Curriculum Observation Checklist."

All necessary forms are included in the packet. In addition, the student is provided with the Seattle-Medford Competency List and a twenty-page bibliography of early childhood reference materials.

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x	Pre & Exit Assessment	
x	Portfolio Documentation	
x	Bibliography	
F	Media Materials	
ISC	Format	

DOCUMENT 133.

McGlone, C., Dotson, M., and Zecca, L. Early Childhood Health and Nutrition. Dayton, Ohio: Sinclair Community College, n.d., 70 pp. $2.25.

SUBJECT INDEX: Child development theory and principles. Cognitive. Cooking activities. Field trips. Food preparation. Healthy. Meals. Self-evaluation. Sensory learning. Snacks.

DESCRIPTION: Early Childhood Health And Nutrition is the CDA packet for the course, Early Childhood Education 106, at Sinclair Community College. Complete instructions and all necessary forms for course completion are included in the packet. In addition, the student uses the textbook, Nutrition for the Growing Years by Margaret McWilliams, Project Head Start Nutrition Kit, pamphlets 3, 3C and 3F, and views two films: Jenny is a Good Thing and Looking at Children.

Major emphasis in the course is on the health components in CDA Competency Area I. However, content and activities involving working with children on cooking activities also relate to Competency Area II. The behavioral objectives for the student include:

- Recognizing problems that may mean a nutritional deficiency,
- Recognizing behavioral symptoms which may indicate a need for health care,
- Planning one day's menus for a preschool group,
- Conducting an eating situation, and being aware of how appetite is affected by physical and emotional factors, and
- Planning food-related experiences which promote cognitive learning and extend children's knowledge of the environment.

Student activities are consistent with the objectives. In addition, students must also create a picture file, write answers to questions based on the textbook and pass a mid-term and final examination with 80% accuracy.

Additional materials included in the packet are the Seattle-Medford Competency List, pre- and post assessments, miscellaneous resource lists on food groups, daily food guides, weights and measures, food and illness; and a bibliography of cookbooks, pamphlets, and children's picture books dealing with stories about food.

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DOCUMENT 134.

Halverson, H. and Stoesz, D. Art Experiences In Early Childhood. Dayton, Ohio: Sinclair Community College, n.d., 62 pp. $2.25.

SUBJECT INDEX: Art. Clay. Creative. Creative materials and activities. Finger painting. Group management. Self-evaluation. Stages of development. Tempera painting.

DESCRIPTION: Art Experiences In Early Childhood is the CDA packet for the course, Early Childhood Education 116, at Sinclair Community College. Specific competency statements under CDA Competency Area II are specified and correlated with the required textbook: Creative Art for the Developing Child, by Clare Cherry, Fearon Publishers, Belmont, California, 1972.

The student is involved in a number of learning activities including:

- Planning and carrying out art experiences with children,
- Establishing and maintaining an art interest area in a specific classroom,
- Establishing ground rules for children working with art materials,
- Writing summaries of selected readings,
- Viewing films and filmstrips,
- Completing an open book examination, and
- Making an art notebook based on his or her own directed art experiences and those done with young children.

In addition to instructions to the student, the packet includes: the Seattle-Medford Competencies, a tool for evaluating an art program, a student evaluation form to be completed by the consultant in the student's school or center, and the pre- and post assessment instrument. Materials for the art notebook include directions for tie dyeing, food color dyeing, crayon rubbings, crayon resist, magic markers, chalk, brush painting, string painting, butterfly blot, foot painting, blow painting, drop painting, whipped soap colleges, montages, clay, styrofoam and print making, sewing, weaving, and wall hangings.

DOCUMENT 135.

Dotson, M. Communication Experiences in Early Childhood. Dayton, Ohio: Sinclair Community College, n.d., 65 pp. $2.25.

	I	COMPETENCIES
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SUBJECT INDEX: Books. Child development theory and principles. Communication. Finger plays. Flannel board. Language. Lesson plans. Listening activities. Puppets. Reading readiness. Self-concept. Sensory learning. Storytelling.

DESCRIPTION: Communication Experiences in Early Childhood is the CDA packet for the course, Early Childhood 117, at Sinclair Community College. Content covers three broad topics which relate to CDA Competency Area II and a related competency statement in Area III pertaining to accepting a child by including his home language functionally in the group setting. The three broad content areas are: speech and language development, children's literature, and techniques for stimulating language development.

All necessary forms and instructions for completing the course are included in the packet: however, the student must complete required reading in a textbook, Using Literature With Young Children by Betty Coody; a pamphlet, Helping Your Child Speak Correctly; and extra readings from the four different bibliographies included in the packet.

Learning activities are consistent with stated behavioral objectives and include:

- Assessing the language competencies of three children,
- Selecting 100 "good" children's books and reading fifty to the children in the center,
- Visiting the library and selecting a room collection at least once a month,
- Telling a story to the children at least once a week,

- Creating a picture file of thirty pictures,
- Creating a notebook or card file of fifteen finger plays,
- Creating three flannelgraph stories,
- Making three different kinds of puppets,
- Planning, developing, and implementing three lesson plans on sensory experiences,
- Establishing a "conversation corner" in the center, and
- Planning and implementing three lessons to help develop listening skills.

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DOCUMENT 136.

Sammons, D. and Sammons, R. Science Experiences In Early Childhood Education. Dayton, Ohio: Sinclair Community College, n.d., 36 pp. $2.25.

SUBJECT INDEX: Cognitive. Community. Cooking activities. Field trips. Games. Mathematics. Science. Self-evaluation. Sensory learning.

DESCRIPTION: Science Experiences In Early Childhood Education is the CDA packet for the course, Early Childhood Education 118 at Sinclair Community College. In addition to the instructions provided to the student in the packet, the student is required to read the textbook, Science Experiences for Young Children, by Viola Carmichael, Southern California Association of Young Children, Los Angeles, California, and read and evaluate three books and two other resource materials pertaining to the following course themes: animals, botany, cooking, geology/ space, human body, physical sciences, senses, and weather. Bibliographies are included in the packet, as well as the Seattle-Medford Competencies and the pre- and post-assessment instrument.

Learning activities are designed to assist the student in attaining competence in CDA Competency Area II. Activities include:

- Submitting a floor plan of the classroom's science center,
- Organizing, presenting, and evaluating a science activity,
- Creating a resource card file,
- Making a game for young children to be used in teaching a science concept,
- Planning a field trip within the local community, and writing it up, including pertinent data and an outline of appropriate pre- and post- field trip activities, and
- Designing and building a teaching device for use in science-related activities.

DOCUMENT 137.

Faulk, D. and Fordham, S. Equipment, Supplies, Materials. Orangeburg, South Carolina: Head Start Supplementary Training/ Child Development Associate, South Carolina State College, n.d., 4 pp. $.10 per page.

SUBJECT INDEX: Environment. Equipment. Learning centers. Room arrangement. Supplementary resource materials.

DESCRIPTION: This document outlines necessary factors to consider when planning the physical environment for child care programs:

1) Criteria for selection of equipment and materials,

2) Principles for arrangement of equipment,

3) Minimum equipment needed--outdoor and indoor, and

4) Necessary supplies and materials.

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	Portfolio Documentation	
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	Media Materials	
Guide	Format	

DOCUMENT 138.

Keepler, D. Guidance Techniques. Orangeburg, South Carolina: Head Start Supplementary Training/Child Development Associate, South Carolina State College, n.d., 2 pp. $.10 per page.

SUBJECT INDEX: Group management. Guiding children. Supplementary resource materials.

DESCRIPTION: This resource guide is a compilation of specific suggestions for guiding young children.

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		Pre & Exit Assessment	
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Guide		Format	

DOCUMENT 139.

Biggs, L. and Keepler, D. Observer Check List, Competency A. Orangeburg, South Carolina: Head Start Supplementary Training/ Child Development Associate, South Carolina State College, n.d., 1 pg. $.10 per page.

SUBJECT INDEX: Healthy. Supplementary resource materials.

DESCRIPTION: This checklist contains 18 statements pertaining to the functional area, "Healthy," under Competency A, or I. Spaces are provided for initialing and adding the date.

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		Portfolio Documentation	
		Bibliography	
		Media Materials	
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DOCUMENT 140.

Bingham, P. and Grave, M. Child Development Associate: Intern Handbook. Lake Andes, South Dakota: Head Start/Home Start, South Central Community Action Program, 1975, 98 pp. $2.50.

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SUBJECT INDEX: Roles. Self-evaluation. Supplementary resource materials.

DESCRIPTION: The Child Development Associate: Intern Handbook was developed for the use of all South Dakota CDA interns and trainers. It is a comprehensive overview of official Office of Child Development and Child Development Associate Consortium terms and definitions, and the record keeping forms that have been adopted under the South Dakota Plan for Implementation of the CDA. Specific sections cover:

- Background information with glossary of terms and a list of forms,
- The history, structure and function of the CDA consortium,
- The basic competency and functional areas,
- The "Personal Capacities" designated as essential for CDAs,
- The forms used for collecting CDA background information including a "Self-Evaluation" and an "Attitudinal Survey,"
- A definition of roles (trainer, coordinator, intern),
- Pre-training observation forms,
- Training forms ("Self-Appraisal and "Training Plan"),
- The assessment process, describing the LAT, decision meeting and profile,
- The preparation and maintenance of a CDA portfolio and CDA profile, and
- The "CDA Program Review" forms, or rating scales, used by the CDA to evaluate the program and by the program staff members to evaluate the CDA.

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DOCUMENT 141.

Redfield, F. South Dakota Plan For Implementing the CDA. Brookings, South Dakota. State Training Office, Project Head Start, South Dakota State University, 1975, 21 pp. $1.25.

SUBJECT INDEX: Communication. Record keeping. Scheduling. Supplementary resource materials.

DESCRIPTION: The South Dakota Plan For Implementing The CDA grew out of a workshop meeting of the trainer/coordinators representing each grantee agency in South Dakota. The document represents an effort to standardize the terminology, forms, procedures and assessments for all South Dakota participants in the Head Start-CDA program with the intention of promoting the understanding, acceptance and value of the CDA credential.

The document presents an overview of CDA implementation procedures beginning with the orientation to the CDA at the local level, to all Head Start staff, parents, policy council, board of grantee agencies, cooperating institutions and career development committees. Next steps include:

- Explicating the role of the Career Development Committee concerning the selection process, adoption of project policy, career ladder for CDAs, and documentation of the Career Development Committee role,
- Setting down procedures for training,
- Describing the CDA Intern Handbook,
- Delineating procedures for preparing and maintaining a "CDA Portfolio,"
- Explaining the steps in the assessment process, and
- Describing the local assessment team.

A two-column chart shows the CDA intern's rights and corresponding responsibilities. The document ends with a final statement concerning local program flexibility relative to the national guidelines for the implementation of the CDA program.

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DOCUMENT 142.

Quisenberry, N.L., Noe, M., Bowie, G., and Milan, B.J. HSST/CDA Trainee Handbook. Carbondale, Illinois: Southern Illinois University-Carbondale, 1974, 98 pp. $6.50.

SUBJECT INDEX: Cognitive. Creative. Environment. Group management. Healthy. Home/Center. Individual strength. Language. Physical. Safe. Self-concept. Social. Staff. Supplementary resource materials.

DESCRIPTION: Southern Illinois University's HSST/CDA Trainee Handbook was developed to assist all persons involved in CDA training--trainees, staff members, instructors, field supervisors, etc.--in the understanding of the CDA concept. It delineates the competencies, assessment procedures, and competency expectations, and serves as a means of ongoing record keeping for the trainer and trainee. The document is divided into three sections: Handbook

1) A self-assessment instrument for new enrollees to the program is found in the first section. This "Entering Assessment Form" is a chart-like representation of the competency statements and provides a method for the trainee to check the need for training, or experience, or both. Columns read: "Have adequate training, have partial training, need more training, have no training," and/or "Feel completely adequate, have some experience, have no experience, need more experience,"

2) Section II focuses on competency statements within each major CDA competency area. Following each competency statement, pertinent information is provided regarding the assessment process:

   - What the CDA should know (knowledge component),
   - What the CDA should be able to do (performance component),
   - What the Local Assessment Team (LAT) will look for in the classroom (assessment component). The authors concede that the guidelines are tentative since LATs will differ,
   - Examples of specific materials and equipment that should be found in each area of the classroom (materials component),
   - Helpful resources (these resources are books and other materials for futher help or specificity regarding the competency,
   - Assessment procedures (here the reader is referred to forms to be used for initial and ongoing assessment. These are explained later in the document.

3) All assessment forms are included in Section III:

- A checklist for each competency area,
- "A Record of Trainee/Supervisor Conference,"
- "Classroom Observation Forms" (for classroom organization, dramatic play, etc.),
- "Record of Art Activities Planned and Implemented,"
- "Trainee's Response to Family-Cultural Variations,"
- "Checklist of Classroom Activities and Schedule,"
- Record of resource persons, materials, etc., representative of various backgrounds or experiences,
- "Parent Resource Inventory" form,
- "Parent Conference" form,
- "Parent Enrichment" form,
- "Self-Concept Rating Scale," and a
- Record of events, needs, etc., form.

DOCUMENT 143.

Stokes, E.B. Ethnic Studies. Houston, Texas: Head Start Leadership Development Program, Texas Southern University, 1975, 46 pp. $3.00.

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SUBJECT INDEX: American Indians (culture). Art. Bilingual. Blacks (culture). Books. Cognitive. Cooking activities. Creative materials and activities. Culture. Dance. Food preparation. Home/Center. Individual strength. Language. Music. Musical instruments. Nutrition. Poetry. Self-concept. Social. Social studies. Spanish-speaking (culture). Storytelling. Values.

DESCRIPTION: It was the premise of the author of the module, Ethnic Studies, that a CDA would need a working knowledge of cultural and ethnic factors influencing the life styles of children and their parents and that this knowledge should be implemented in the total curriculum of the center. The purpose of this document is to present a beginning functional background of necessary information for three cultures: Black, Indian, and Mexican American.

Specific competency statements in CDA areas II, III, IV, and V concerning language and cultural implications are stated and the following topics introduced for each culture:

- Art,
- Foods and nutrition,
- Music,
- Dance (Indian and Mexican American),
- Poetry,
- Social studies, and
- Language (Indian and Mexican American).

Student objectives, learning encounters and activities are included for each content area with learning activities consistent with objectives. For example, under the topic "Indian Dance and Music," objectives for the student include the ability to:

1) Research Indian music and dance in order to reproduce simple basic forms through dramatic stories translated freely and creatively into sound and movement,

2) List basic musical instruments and materials to make them,

3) List basic fundamentals of Indian dance and music,

4) Plan appropriate adaptations to fit the needs of three to five-year-olds, and

5) Modify the curriculum to include the use of Indian dance and music in all applicable areas.

Learning activities, consistent with the objectives, involve the students in:

- Planning story-movement experiences for children; i.e., corn growing,
- Learning how to make basic instruments: drum, flute, etc.,
- Using art forms to integrate other segments of the curriculum, and
- Using parents and other volunteers as resource people.

It is suggested that post-assessment be conducted by the trainer and should involve observation of two activities carried out in the classroom, an evaluation of written work required for some learning activities and a trainer-student discussion on related concepts.

The document includes bibliographies of cassettes, filmstrips and records for each culture.

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Workbook

DOCUMENT 144.

Smith, J.M. Module Workbook - Writing a Module. Houston, Texas: Head Start Leadership Development Program, Texas Southern University, n.d., 15 pp. $1.90.

SUBJECT INDEX: Behavioral objectives. Self-evaluation. Supplementary resource materials.

DESCRIPTION: Module Workbook - Writing a Module is designed to teach the steps in writing modules which incorporate behavioral objectives and pre- and post-assessments. The six parts in a module are identified as:

- The rationale,
- Behavioral objectives,
- Prerequisites,
- Pre-assessment,
- Instructional activities, and
- Post-assessment.

Each part is then described, examples are given, and the reader is to proceed through each step in writing a module. A short multiple choice question is provided to check on one's comprehension prior to attempting to write in the blanks. A final exercise is included as a self-evaluation.

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DOCUMENT 145.

Roberts, J. and CDA staff. CDA in Montana. Missoula, Montana: State Training Office, Head Start, University of Montana, 1974, 37 pp. $1.00.

SUBJECT INDEX: Communication. Record keeping. Supplementary resource materials.

DESCRIPTION: CDA in Montana is a documentation of ideas and philosophy concerning CDA developed by the CDA staff, state training office staff, and consultants. Content covers:

- A description of the CDA structure,
- The competencies,
- Project components and functions,
- Essential characteristics of CDA training,
- CDA funding pattern,
- Benefits of CDA training to staff, agency, parents and children,
- State training office dictionary of abbreviations, and
- Documentation of CDA workshops and activities: letters, agenda items, articles, photographs and even a CDA song!

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DOCUMENT 146.

Guide for the Use of the Observation Check List. Albuquerque, New Mexico: Child Development Associate Project, University of Ne Mexico, 1975, 19 pp. n.p.

SUBJECT INDEX: Culture. Interpersonal relationships. Observation of behavior. Self-evaluation. Supplementary resource materials.

DESCRIPTION: The "Observation Check List" is an evaluation instrument designed to facilitate the University of New Mexico CDA clinical assistants in making more accurate assessments of CDA participants. The document, Guide for the Use of the Observation Check List was written to clarify statements on the checklist and to assist the clinical assistants in focusing on six specific areas of competency:

Guide

1) Physical environment,

2) The adult's behavior,

3) Child's behavior,

4) Adult's ability in developing exploratory behavior,

5) The cultural component, and

6) Seminar participation.

The checklist is also used by the CDA participants as a self-assessment tool.

The document, above, includes a copy of the checklist.

DOCUMENT 147.

Harris, D. and Cole, W. General Sociology. Knoxville, Tennessee: Center for Extended Learning, Division of Continuing Education, University of Tennessee, n.d., 185 pp. n.p.

SUBJECT INDEX: Advocacy. Child development theory and principles. Children with special needs. Community. Culture. Disadvantaged children. Handicapped children. Home/Center. Human development. Mentally retarded children. Social. Social services. Staff. Volunteers.

DESCRIPTION: General Sociology is the instructional booklet of the educational package for the course Sociology 2110K, General Sociology. This educational package is designed as an introductory sociology course for Head Start personnel. It is geared to assist programs in meeting the performance standards for Head Start and the CDA competencies as they refer to home/center coordination, relationship factors, and staff responsibilities.

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Content is divided into seven sections: "The Child in America," "The Deprived Child," "The Handicapped Child," "The Abused Child," "One Parent Families," "Problem-Creating Situations in Families," and "Enhancing Community Resources for Children."

There are student goals for each content area, as well as learning activities, vocabulary lists, reading assignments, and bibliographical references. Written assignments and learning activities are designed to relate content to the local community Head Start concerns and local community situations, e.g.,

1) List five major impacts of Head Start in your community, and

2) From the county welfare office, Area Development District Office, etc., obtain information for a report on the unwed mother in your community.

DOCUMENT 148.

Highberger, R. and Hughes, L. Learning Experiences With Parents. Knoxville, Tennessee: Center for Extended Learning, Division of Continuing Education, University of Tennessee, 1975, 194 pp. n.p.

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SUBJECT INDEX: Advocacy. Child development theory and principles. Communication. Home/Center. Human development. Interpersonal relationships. Parents (involvement). Referral and rehabilitation. Social services.

DESCRIPTION: Learning Experiences with Parents is the instructional handbook of the educational package for the course, Child and Family Studies 4420. This package was designed by the University of Tennessee specifically for a Leadership Development Program to provide training for Head Start personnel in Kentucky and Tennessee.

Focus for the course is to provide knowledge in the area of parent education and involvement, and opportunities for Head Start personnel to develop and practice skills in working with parents individually, in groups, and with their children.

Four basic areas of parent involvement are included:

1) Participation in program decision-making,

2) Participation in classroom and center activities,

3) Planning and conducting parent activities and projects, and

4) Helping the child at home.

Content is further divided into eight modules based on Head Start performance standards and the CDA competencies. Modules are:

- "Head Start Policies,"
- "Influences of Parents,"
- "Teacher's Role in Parent Education,"
- "Parent-Teacher Conferences,"
- "Working with Parents in Groups,"

- "Participation in the Classroom,"
- "Parents in the Home," and
- "Trends in Programs for Parents."

Additional material used in connection with the course is: Hymes, James L., Jr. Effective Home-School Relations. Southern California Association for the Education of Young Children, 1974; Honig, Alice S. Parent Involvement in Early Childhood Education. National Association for the Education of Young Children, 1975; and the trainee handbook, Learning Experiences with Parents. Each module includes:

1) Specific objectives.

2) Cluster and cluster preparation activities. Students sometimes come together for "cluster" activities. At this time media presentations are shown, discussions are held, questions asked and ideas and information shared. Learning activities are also submitted. Prior to these sessions students are informed about readings and activities that must be done in preparation for the meetings.

3) Learning activities. Separate learning activities are completed pertaining to each objective for the module. These activities are graded (A, B, C) and are reworked if unsatisfactory. An examination is also given.

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DOCUMENT 149.

Baldauf, M. F. Nutrition and Nutrition Education. Knoxville, Tennessee: Center for Extended Learning, Division of Continuing Education, University of Tennessee, n.d., 270 pp. n.p.

SUBJECT INDEX: Books. Cooking activities. Finger plays. Food preparation. Healthy. Meals. Nutrition. Parents (education). Puppets. Recipes. Record keeping. Science. Singing. Snack. Storytelling.

DESCRIPTION: Nutrition and Nutrition Education is the trainee handbook of the educational package for the course Nutrition 1230M at the University of Tennessee. Designed by the Leadership Development Program for Head Start personnel on the job, the overall goals for the course are to focus on areas of nutrition as identified by the Head Start Performance Standards as well as the CDA competencies. These include the ability to:

1) Understand the child's need for good nutrition,

2) Recognize that adults influence children by examples set in food selection habits, and

3) Create an environment in which children can enjoy nourishing food and establish good food habits.

Content is divided into three units: "Nutrition Knowledge," containing information on food customs, food guides, energy needs, minerals, vitamins, etc.; "Focus on Food,"containing food facts and fallacies, food buying and money management, snacks for children and meal planning; and "Education for Change," which includes a program for the preschool child, information on nutrition education in the children's program, and nutrition in the parent education program.

Written in workbook style, each unit contains a listing of the specific Head Start performance standards and the CDA competencies, states reading assignments, and objectives, lists review questions and topics for discussions, and gives instructions about mailing in the separate learning activities. Special instructions are also included concerning cluster meetings which students attend to view media materials, receive orientation materials, etc. Student activities are graded.

Although content is provided in the handbook, the following textbook is necessary to complete the course: Martin, Ethel A. Nutrition in Action, Third edition. Holt, Rinehart, and Winston, 1971. All necessary worksheets for activity completion are included in the handbook, as are supplementary materials of articles, recipes, ideas for exhibits or posters, and a preschool feeding program checklist.

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DOCUMENT 150.

Gickling, E. An Orientation to Individual Differences. Knoxville, Tennessee: Center for Extended Learning, Division of Continuing Education, University of Tennessee, n.d., 262 pp. n.p.

SUBJECT INDEX: Child development theory and principles. Children with special needs. Cognitive. Communication. Creative. Emotions and feelings. Environment. Evaluation of children. Handicapped children. Healthy. Home/ Center. Human development. Individual differences. Language. Learning theory. Observation of behavior. Perception. Physical. Referral and rehabilitation. Reinforcement. Sensory learning. Social. Social services. Speech. Staff. Testing instruments. Vocabulary.

DESCRIPTION: An Orientation to Individual Differences is the student handbook for the course, Special Education 3333, Education of the Exceptional Child. This course was developed to acquaint Head Start personnel with a basic knowledge of the various types of handicapping conditions and to provide some practical educational suggestions to use in working with handicapped preschool children.

Content in the thirteen chapters is grouped into four units:

1) "Classroom Considerations,"

2) "Communication Disorders,"

3) "Sensory and other Health Impairments," and

4) "Mental Deviations."

Each chapter follows essentially the same format:

- Goals are stated in the form of Head Start performance standards and CDA competencies,
- The basic points covered in each chapter are outlined,
- Behavioral objectives are stated,
- Vocabulary words essential to understanding that section are listed,

- Commentary or content for the chapter follows,

- Additional readings and supplemental materials are assigned (although the student handbook is the primary text), and

- Assigned activities are specified.

Learning experiences are designed to broaden understanding of specific types of exceptionalities and to give the student opportunities to develop practical skills for working with exceptional children. There are thirty-two assignments included in the handbook and the student is given options concerning their fulfillment.

Choices include:

- Administer one section of the Learning Accomplishment Profile (LAP) to a preschool child. Based on the results, identify one skill area in which the child is performing below his or her age level and describe a teaching activity to help the child improve,

- After observing children in a preschool setting, make a list of positive statements that could be used to reinforce specific classroom behaviors, and

- Discuss ways to distinguish a child with learning disabilities from a child with behavior problems.

Students attend "cluster meetings" at which time cluster activities such as viewing media presentations take place. The handbook delineates activities to be completed prior to attending these cluster meetings.

Also included in the handbook is a glossary of terms and a bibliography.

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DOCUMENT 151.

Biggs, L. Activity Package, Competency III, Builds Positive Self Concept and Individual Strength. Knoxville, Tennessee: Department of Head Start Training, University of Tennessee, n.d., 15 pp. $.07 per page.

SUBJECT INDEX: Case study. Child development theory and principles. Individual strength. Observation of behavior. Planning. Record keeping. Self-concept. Self-evaluation.

DESCRIPTION: This activity package consists of ten exercises designed to help students achieve competence in CDA Competency Area III. The goal is to help students focus on assessing individual differences in children and provide experiences to foster the positive self-concept and individual strength of each child.

Students work on the task of observing and defining their perceptions of each child in the classroom by establishing a folder for each child including medical history, family constellation, etc., as well as classroom observations. They then:

- Select appropriate classroom activities,
- Describe procedures for each activity,
- List materials needed,
- Implement the activities with the children, and
- Evaluate, interpret and define the theory of each activity.

Students also compile an annotated bibliography of literature on the topic of self-concept. This bibliography and their written lesson plans are added to their portfolios.

A videotape, made of the student conducting planned activities with the children, is evaluated by the CDA trainer and the student.

DOCUMENT 152.

Acuff, N.H. Competency Based Evaluation of Teachers in Early Childhood Education. Revised edition. Knoxville, Tennessee: Department of Head Start Training, University of Tennessee, 1973. 12 pp. $.07 per page.

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Evaluation Instrument

SUBJECT INDEX: Self-evaluation. Supplementary resource materials.

DESCRIPTION: Competency Based Evaluation of Teachers in Early Childhood Education is an evaluation instrument designed to assess the competence of teachers in training. The areas of competency assessed are:

1) Routine,

2) Planning,

3) Staff relationships,

4) Classroom management,

5) Relationships to children,

6) Creativity,

7) Inquiry skills,

8) Aesthetics,

9) Actualization potential, and

10) Evaluation.

Included for each competency area are twelve evidences of competence; i.e., for area 1: "Art supplies ready, materials accessible," and "handwashing, toileting, snack, and rest routine established."

The instrument includes columns for rating on a scale from 0 to 4 for the university coordinator, teacher-in-training and the supervising teacher.

DOCUMENT 153.

Galyon, V., Biggs, L., Judd, W., and Printz, J. Discipline. Knoxville, Tennessee: Department of Head Start Training, University of Tennessee, n.d., 9 pp. $.07 per page.

SUBJECT INDEX: Child development theory and principles. Group management. Guiding children. Learning theory. Social. Supplementary resource materials.

DESCRIPTION: Discipline explains three different philosophies, or approaches, to disciplining children: authoritarian, permissive, and democratic. Guidelines for disciplining are then offered based on implications from research and in accord with child development principles. Also included is a list of positive statements to redirect behavior.

Supplementary
Resource
Materials

	I	COMPETENCIES
	II	
	III	
x	IV	
	V	
	VI	
x	Personal Capacities	
	Individu-alization	
	Academic/ Field Int.	
	Pre & Exit Assessment	
	Portfolio Documentation	
	Bibliography	
	Media Materials	
	Format	

DOCUMENT 154.

Baden, D., and Rockwell, R. Exploring Competency Based Education. Knoxville, Tennessee: Department of Head Start Training, University of Tennessee, 1974, 41 pp. $.07 per page.

	I	COMPETENCIES
	II	
	III	
	IV	
x	V	
	VI	
	Personal Capacities	
x	Individualization	
x	Academic/Field Int.	
x	Pre & Exit Assessment	
x	Portfolio Documentation	
x	Bibliography	
F	Media Materials	
ISC	Format	

SUBJECT INDEX: Child development theory and principles. Communication. Culture. Home/Center. Interpersonal relationships. Parents (involvement). Supplementary resource materials.

DESCRIPTION: The document Exploring Competency Based Education is classified as supplementary resource material as well as curriculum material in that the authors provide step-by-step instruction on the development of a training module by using a module on parent involvement as a model. The module utilizes four competency statements from CDA competency area V and delineates terminal objectives for each statement. Also included are pre-assessment procedures, learning alternatives for each objective, and post-assessments: Planning a parent meeting and a parent-teacher conference, devising a bibliography for parents, critiqueing the center's parent involvement program and writing a parent newsletter.

Supplementary Resource Materials

Supplementary materials found in the document are:

- Articles: "Competency Based Teacher Education: What Do You Think It's All About?" and "Guidelines for Designing Instructional Modules,"
- A module criteria checklist,
- A glossary of terms, and
- A selected bibliography.

DOCUMENT 155.

Printz, J., Biggs, L., Galyon, V., and Judd, W. Guidance Techniques. Knoxville, Tennessee: Department of Head Start Training, University of Tennessee, n.d., 5 pp. $.07 per page.

SUBJECT INDEX: Communication. Group management. Guiding children. Interpersonal relationships. Play. Social. Supplementary resource materials.

DESCRIPTION: Guidance Techniques is a compilation of techniques for guiding individual children and groups of children in early childhood settings. Included are some general statements about adult-child relationships and also some specifics; i.e., methods for setting indoor and outdoor limits.

Supplementary
Resource Materials

	I	COMPETENCIES
	II	
	III	
x	IV	
	V	
	VI	
x	Personal Capacities	
	Individualization	
	Academic/ Field Int.	
	Pre & Exit Assessment	
	Portfolio Documentation	
	Bibliography	
	Media Materials	
	Format	

DOCUMENT 156.

Biggs, L. HSST/CDA Trainer Resource Materials. Knoxville, Tennessee: Department of Head Start Training, University of Tennessee, 1975, 9 pp. $.07 per page.

SUBJECT INDEX: Books. Supplementary resource materials.

DESCRIPTION: HSST/CDA Trainer Resource Materials is a compilation of books, pamphlets, filmstrips, media packages, and films applicable to CDA training.

	I	COMPETENCIES
	II	
	III	
	IV	
	V	
	VI	
	Personal Capacities	
	Individualization	
	Academic/ Field Int.	
	Pre & Exit Assessment	
	Portfolio Documentation	
x	Bibliography	
F FS	Media Materials	
	Format	

Supplementary
Resource Materials

	I	COMPETENCIES
x	II	
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	VI	
	Personal Capacities	
	Individualization	
	Academic/ Field Int.	
	Pre & Exit Assessment	
	Portfolio Documentation	
x	Bibliography	
	Media Materials	
	Format	

DOCUMENT 157.

Department of Head Start Training and Bill Wilkerson, Speech and Hearing Center. Listen, Talk, Do Activity Cards. Knoxville, Tennessee: University of Tennessee, 1975, 153 pp. n.p.

SUBJECT INDEX: Child development theory and principles. Cognitive. Creative. Creative materials and activities. Games. Language. Listening activities. Perception. Perceptual-motor development. Physical. Puppets. Sensory learning. Singing. Speech. Storytelling. Supplementary resource materials. Vocabulary.

DESCRIPTION: Listen, Talk, Do is a collection of learning activities designed to aid adults in increasing young children's physical and intellectual competence. Specifically, the activities stress skill development in hearing, listening, language, speech, and visual-motor development.

Supplementary Resource Materials

The collection uses color-coded cards with a three-ring binder for its format. Cards are color coded to signify the kind of activity; activities are sequenced with the easiest ones followed by increasingly more difficult ones. Each card contains information on objectives, materials, procedure, and notes (helpful hints).

The cards are also coded for group size to indicate whether the activity is applicable for a small group of five to six children or [illegible] large group of up to twenty children. The backs of the cards are blank [illegible] adding pertinent information or personal comments.

Language activities range from encouraging children to talk and express themselves through the making and use of "feely boxes," a popping popcorn activity, to using colors to develop auditory association and vocabulary fluency.

Listening activities are geared toward improving localization skills, improving gross sound discrimination relative to pitch and following directions.

Speech exercises include reading stories, playing games, and singing songs in order to provide practice for speech muscles and for stimulating production of different sounds.

Finally, visual-motor skills are strengthened through obstacle course activities for coordination, perceptual skills through grasping small objects, distinguishing between shapes, etc.

DOCUMENT 158.

Printz, J. *Observer Check List*. Knoxville, Tennessee: Department of Head Start Training, University of Tennessee, 1974, 13 pp. $.07 per page.

SUBJECT INDEX: Supplementary resource materials.

DESCRIPTION: This instrument is a 261-item checklist designed for use as a CDA observation instrument as well as a teaching tool to relate theory and practice.

	x	I	COMPETENCIES
	x	II	
	x	III	
	x	IV	
	x	V	
	x	VI	
		Personal Capacities	
		Individualization	
		Academic / Field Int.	
		Pre & Exit Assessment	
		Portfolio Documentation	
		Bibliography	
		Media Materials	
Checklist		Format	

DOCUMENT 159.

Personal Capacities - Self Assessment. Knoxville, Tennessee: Department of Head Start Training, University of Tennessee, 1974, 1 p. $.07 per page.

SUBJECT INDEX: Self-evaluation. Supplementary resource materials.

DESCRIPTION: Personal Capacities - Self Assessment lists the CDA "Personal Capacities" and a column for rating them on a scale from one (to a high degree) to four (not at all).

	I	COMPETENCIES
	II	
	III	
	IV	
	V	
	VI	
x	Personal Capacities	
	Individu-alization	
	Academic/ Field Int.	
	Pre & Exit Assessment	
	Portfolio Documentation	
	Bibliography	
	Media Materials	
Rating Scale	Format	

DOCUMENT 160.

Teacher as a Person Rating Scale. Knoxville, Tennessee: Department of Head Start Training, University of Tennessee, 1974, 2 pp. $.07 per page.

SUBJECT INDEX: Supplementary resource materials.

DESCRIPTION: The Teacher as a Person Rating Scale is designed for observation of "Personal Capacities." The twenty-five items included are categorized according to: "Teacher as a Person," "Teacher as a Group Participant," and "Teacher's Personal Responsiveness to Each Child." Rating is on a four-point scale.

		I	COMPETENCIES
		II	
		III	
		IV	
		V	
		VI	
	x	Personal Capacities	
		Individualization	
		Academic/ Field Int.	
		Pre & Exit Assessment	
		Portfolio Documentation	
		Bibliography	
		Media Materials	
Rating Scale		Format	

x	I	COMPETENCIES
x	II	
	III	
	IV	
	V	
	VI	
x	Personal Capacities	
x	Individualization	
x	Academic/ Field Int.	
x	Pre & Exit Assessment	
x	Portfolio Documentation	
	Bibliography	
	Media Materials	
I	Format	

DOCUMENT 161.

Short, V. M. *CDA Project Competencies For Education 460, Education of The Young Child*. Carrollton, Georgia: West Georgia College, n.d., 28 pp. $.10 per page.

SUBJECT INDEX: Child development theory and principles. Cognitive. Culture. Environment. Human development. Learning centers. Learning theory. Self-evaluation.

DESCRIPTION: Written in outline form, *CDA Project Competencies For Education 460, Education of The Young Child*, is an overview of an introductory course to early childhood education. The document includes goals for the course, evaluation procedures, a general course outline, a pre-assessment tool, and four self-instructional packages:

1) "Learning centers,"

2) "Field experience,"

3) "Reading,"and

4) "Self-evaluation."

The rationale, basic assumptions, practical implications, objectives, alternative learning activities, remediation activities, and pre- and post-assessment procedures are listed for each package.

DOCUMENT 162.

Media Education 260, An Instructional Management Approach To Media Certification. Carrollton, Georgia: West Georgia College, n.d., 122 pp. $.10 per page.

SUBJECT INDEX: Supplementary resource materials.

DESCRIPTION: An Instructional Management Approach To Media Certification is a self-paced training package used with the course, Media Education 260. Focus of the package is on the selection, preparation and presentation of instructional materials: overhead transparencies, basic visuals, slides and filmstrips, basic graphics, simple visuals, etc.

	I	COMPETENCIES
	II	
	III	
	IV	
	V	
	VI	
	Personal Capacities	
	Individualization	
	Academic/ Field Int.	
	Pre & Exit Assessment	
	Portfolio Documentation	
	Bibliography	
S FS OP	Media Materials	
	Format	

Supplementary
Resource
Materials

GLOSSARY OF TERMS

CDA, Child Development Associate: A competent person who assumes primary responsibility for meeting the specific needs of a group of children in a child development setting by nurturing the child's physical, social, emotional, and intellectual needs; setting up and maintaining the child care environment; establishing a liaison relationship between parents and the child development center. He/she will need guidance from more highly trained personnel and will need additional competencies to become Center Director/Curriculum Specialist or Master Teacher. (Role definition adopted by the CDA Consortium Board of Directors, December, 1974.)[1]

CDA candidate: The person in CDA training whose goal is acquisition of the CDA credential. Comparable terms used in the CDA training materials described in this guide are interns, students, and trainees.

CDA competencies: The competencies which form the basis of training and credentialing for Child Development Associates. There are six competency areas:

I, (or A): "Setting Up and Maintaining a Safe and Healthy Learning Environment."

II, (or B): "Advancing Physical and Intellectual Competence."

III, (or C): "Building Positive Self-Concept and Individual Strength."

IV, (or D): "Organizing and Sustaining the Positive Functioning of Children and Adults in a Group in a Learning Environment."

V, (or E): "Bringing about Optimal Coordination of Home and Center Child-Rearing Practices and Expectations."

VI, (or F): "Carrying out Supplementary Responsibilities Related to the Children's Programs."[2]

CDA Consortium: A private nonprofit corporation made up of representatives of 39 organizations in early childhood fields, responsible for developing and implementing the CDA assessment and credentialing system.

CDA training: Competency-based training to prepare students to become Child Development Associates.

CDA training guidelines: Guidelines for implementing CDA training within Head Start Supplementary Training Programs:

1. Training should relate to the CDA competencies.

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[1] Toward an Assessment System: Efforts to January, 1975 (Washington, D.C.: Child Development Associate Consortium, Experimental Edition, 1975)

[2] The CDA Program: The Child Development Associate, A Guide for Training (Washington, D.C.: Department of Health, Education, and Welfare, 1973).

2. Valid credit should be offered for the training.

3. Fifty percent or more of the total training time should be supervised field work.

4. Academic content and field work should be integrated.

5. The training should be individualized with respect to the competencies; there should be provision for initial and ongoing assessment.

6. Training should be flexibly scheduled.[3]

Educational package: A collection of training materials for use in competency-based training with instructions to the student for completion of the learning module or learning activities. Also included might be academic content, forms, examinations, and audiovisual materials. A comparable term is learning package.

Field supervisor: The person who advises, counsels, recommends, guides, and assists students in their field work. Comparable terms are field advisor, field coordinator, instructor, and trainer.

Functional areas: The functional areas are further delineations of the six broad competency areas. They were developed and defined by the CDA Consortium in order to direct the focus of observation within the competency areas. The definitions of the 13 functional areas accepted by the Consortium in March 1975 are:

1. SAFE: Candidate provides a safe environment by taking necessary measures to reduce or prevent accidents.

2. HEALTHY: Candidate provides an environment that is free of factors which may contribute to or cause illness.

3. ENVIRONMENT: Candidate selects materials and equipment and arranges the room to provide an environment conducive to learning and appropriate to the developmental level of the children.

4. PHYSICAL: Candidate provides a variety of appropriate equipment, activities, and opportunities to promote the physical development of children.

5. COGNITIVE: Candidate provides activities and experiences which encourage questioning, probing, and problem-solving skills appropriate to the developmental level of the child.

6. LANGUAGE: Candidate helps children acquire and use language as a means of communicating their thoughts and feelings and understanding others.

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[3] Ibid, pp. 40-43.

7. CREATIVE: Candidate provides a variety of experiences and media that stimulates children to explore and express their creative abilities.

8. SELF-CONCEPT: Candidate helps each child to know, accept and appreciate him/herself as an individual.

9. INDIVIDUAL STRENGTH: Candidate helps each child develop a sense of independence and acquire the ability to express, understand, and control his/her feelings.

10. SOCIAL: Candidate helps the children learn to get along with others and encourages feelings of mutual respect among the children in the group.

11. GROUP MANAGEMENT: Candidate provides positive routine and establishes simple rules with the group that are understood and accepted by children and adults.

12. HOME/CENTER: Candidate establishes positive and productive relationships with parents and encourages them to participate in the center's activities.

13. STAFF: Candidate works cooperatively with other staff members concerning plans, activities, policies, and rules of the center.[4]

Learning package: See educational package.

Module: An instructional unit which may relate to a discrete topic, or competency statement or an entire competency area. Components might include: learning objectives, rationale, prerequisites, pre-assessment, exit assessment, learning experiences and activities, content, references, evaluation, remediation and record keeping forms.

Personal capacities: The patterns of relating to children identified as essential to the CDA's ability to demonstrate the CDA competencies:

1. Sensitivity to children's feelings and the qualities of young thinking.

2. Readiness to listen to children to understand what they mean.

3. Use of nonverbal forms of communication and adaptation of adult verbal language and style to maximize communication with children.

4. Protecting orderliness without sacrificing childish spontaneity and exuberance.

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[4] Child Development Associate Consortium, Assessment System.

5. Perceptiveness of individuality and positive use of individual differences within the group of children.

6. Exercising control without being threatening.

7. Being emotionally responsive, taking pleasure in children's successes, and being supportive when they experience troubles and failures.

8. Bringing humor and imaginativeness into the group situation.

9. Commitment to maximizing the child's and his/her family's strengths and potentials.[5]

Portfolio documentation: A method for documenting evidence of demonstrated competence. Examples might be lesson plans, case studies, descriptions of parent involvement projects, etc.

Pre- and exit assessment: The process in which the trainer and student make judgments regarding the competence demonstrated by a student prior to beginning training or exiting from the training required in a particular module or learning package. Also referred to as pre- and exit appraisal.

Post-assessment: See definition for exit assessment. Post-assessment is used synonymously with exit assessment in some of the CDA training materials described in this guide. Also referred to as post appraisal.

Student: See CDA candidate.

Trainee: See CDA candidate.

Trainer: The person in charge of the CDA training.

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[5] Department of Health, Education and Welfare, CDA Program.

SUBJECT INDEX

This Subject Index references back to both the subject indexes and the document keys of the documents. After some of the entries, there are empty parentheses. These indicate that in the subject indexes of the individual documents, there is further clarification regarding specific content; e.g., American Indians (culture).

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